DOCUMENT RESUME

ED 146 643 HE 009 409

TITLE Developments in Management Education. Coombe Lodge Report, Study Conference 74/45.
INSTITUTION Further Education Staff Coll., Blagdon (England).
PUB DATE 74
NOTE 69p.; Papers presented at a conference
AVAILABLE FROM Report Editor, Coombe Lodge, Blagdon, Bristol BS18 6RG, England (One pound)

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Adult Education; *Curriculum Development; *Educational Administration; Educational Change; Foreign Countries; *Instructional Technology; *Management Education; Post Secondary Education; *Vocational Education
IDENTIFIERS *Great Britain

ABSTRACT

At the conference two industrialists and senior staff of management studies departments in colleges survey current provisions for management education, review present practices, and develop proposals for the future organization of management education in continuing education in Britain. Papers include: educational technology (J. Black); a survey of existing course provision (G.E. Wheeler); the future for management courses (R.M. Johnson); a summary of a project to recommend a structure for management education for implementation in the near future; and discussion of a project to specify needed changes in the organization of management education to implement the improvements discussed at the conference. A working discussion and an open discussion are summarized. (MSE)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

Coombe Lodge Report

Vol 7 No 14

Study Conference 74/45

Developments in Management Education

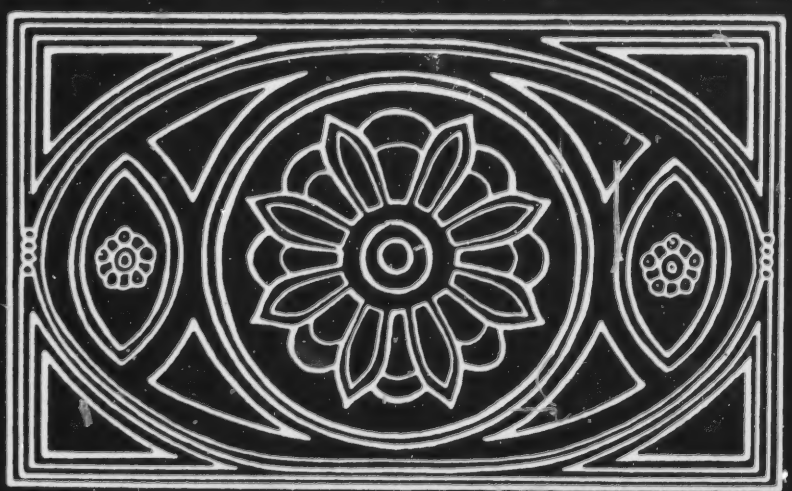
U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Fairfax Education Staff College

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."



COOMBE LODGE STAFF

Director:	A H Yates
Deputy Director & Director of Studies:	G E Wheeler
Registrar & Clerk to the Governors:	A F Mitchard
Senior Staff Tutor:	D C Spencer
Staff Tutors:	A Albrecht
	C T Ferguson
	J Latcham
	T J Russell
	C M Turner
Head of Resources Group:	D L Parkes
Research Associate:	P S Hibberd
Librarian:	Christine Ball

COOMBE LODGE REPORTS

Editor:	Philippa Andrews
Secretary:	Suzanne Shipsey

Copyright © The Further Education Staff College, 1974.

Printed offset lithography on Crown quarto by Messrs. Hiscox & Lambert Ltd. Bristol.

DEVELOPMENTS IN MANAGEMENT EDUCATION Vol.7. No.14. 1974.

Study Conference 74/45.

CONTENTS

Foreword 818

Educational Technology 819
Professor J Black, Head of School of Engineering, University of Bath.

A Survey of Existing Course Provision 831
G E Wheeler, Deputy Director, Coombe Lodge.

The Future for Management Courses 837
Dr R M Johnson, Director of Training, Training Services Agency.

Working Parties 846
E T Moorby, Air Transport & Travel ITB.
S Buttimer, Department of Management Studies, Polytechnic of North London.
J Ekins, Department of Industrial Management, Cranfield Institute of Technology.
P W Lang, Department of Management Studies, Glamorgan Polytechnic.

Project A 856

Introduction to Project B 859
R Roberts, Head of Department of Management Studies. Glamorgan Polytechnic.

Open Forum 863
Mrs C Iliffe, Senior Assistant Registrar (Arts & Social Studies), C.N.A.A.
Professor R E Thomas, School of Management, University of Bath.
P W Holmes, Head of South West Regional Management Centre.
G E Wheeler, Deputy Director, Coombe Lodge.

Participants 876

Bibliography 877

FOREWORD

Those involved with management education in the Regional Management Centres, the polytechnics and other colleges of further education are at present concerned with the ways in which management education should be developed over the next few years. This conference gave an opportunity for senior staff of management studies departments in colleges, together with two industrialists, to survey current provision for management education, review present practices and techniques and develop proposals for the future organisation of management education.

Included in this report are papers on existing course provision, the future of management education and the opportunities offered by the development of educational technology. A paper on current opportunities for development was also given at the conference by P D Dudley, HMI, but is not included in this Report.

Participants spent part of the week in working parties which undertook a study of curriculum development appropriate to selected areas of management education. These working parties were assisted by four 'witnesses', all involved in management education, who described their experiences and related their own views to the groups. At the end of the week, representatives of BEC, the CNAA, the DMS and the IWM formed a panel to comment upon the project work carried out during the week.

Professor J Black,
Head of School
of Engineering,
University of Bath.

EDUCATIONAL TECHNOLOGY

"Anyone concerned with management education must be concerned with educational technology, for the latter may be defined as 'the development, application and evaluation of systems, techniques and aids to improve the process of human learning'. The theme of my paper is that we are in a situation in the field of education and training in which a number of new resources are available which are not being used in the most effective way. Even more important than the gadgetry which is a useful spin-off from the entertainments industry - one reason why many people are suspicious of its relevance in education - are new educational concepts.

Educational technology places as much stress on educational ideas as on technological innovations largely because it accepts that fundamental advances usually come from the interaction of changing concepts (new ways of looking at things) with changing techniques (new ways of doing things). I do not intend to discuss the best way to use each type of audio-visual aid. This is a superficial approach to educational technology for these aids are a trivial part of the whole concept of educational technology. A more useful approach would be to ask ourselves three major questions. Firstly, what are we trying to do in education and training? Secondly, what resources and techniques do we have available? Thirdly, how can we measure whether we have achieved anything? The last is the most important question of all and the one most rarely given attention."

demand for change

Professor Black circulated a paper describing his views of educational technology as a new approach to education, a summary of which follows:-

"The present educational system has high and increasing costs, has low productivity and is unable to respond fully to identified needs. We now have available a whole repertoire of devices ranging from simple individual units to cable systems, satellites, computers and time-sharing, micro-printing and rapid copying. This 'hardware' is not educational technology. The teaching material, 'soft-ware', - a book, or a slide, or an audio tape of a broadcast talk or open or close circuit television programmes, or a face-to-face talk with a tutor are 'media', the means whereby contacts are made between a learner and the information and instruction he requires. The process of instruction and learning is the method of communication which can make use of any of the media.

In abstract, the equipment accepts, stores, manipulates, transmits and displays the teaching material, or 'software'.

costs

Educational technology demands

a) new strategies of learning, new forms of programme, new teacher training, and
b) new equipment for making the material, and widespread equipment for transmission since much of the instruction is individualised.

Therefore cost can be high and the process wasteful, if used as a direct substitute for conventional teaching. Hence it is imperative to plan a 'technology of education' rather than educational technology ie. to examine the whole problem and apply all the new concepts, ideas and means to plan the most economical solution.

The start of educational technology is that objectives must be stated in clear, explicit, unambiguous and measurable terms. Only if the objectives are stated in this way can success in achieving them be measured, and a cost effectiveness analysis be carried out. Cost effectiveness assesses the result of how well a given programme is doing. Before a cost effectiveness analysis can be made a cost-benefit analysis must be made. Cost benefit specifies what the programme ought to be doing. Cost benefit analysis compares the resources (ie costs) which any specific project will require with the benefits which society (in the case of education) is likely to obtain from it. Cost effectiveness analysis which follows cost-benefit analysis is the method of measuring the extent to which the resources actually allocated to an accepted specific objective under each of several alternatives contribute to the accomplishment of the objective. For example, the objective may be 'to raise learner achievement in mathematics.' Alternative ways of achieving this objective include:-

a) more teachers, ie. reduce student-teacher ratio;
b) more mathematics in curriculum;
c) raise teachers' salaries and get better teachers;
d) employ more auxiliary staff, to release teachers' time;
e) use best teachers on recorded programmes.

All these approaches may reach the same goal, and we should be able to 'cost' them in effectiveness.

From society's point of view, however, the decision must be made first that population performance in mathematics should be improved - even though it could mean a reduction in social studies or languages. This is a high-level policy decision, since there are bound to be conflicts in who benefits, and the scale of benefit, eg. to teach handicapped children, or minority groups, or victims of natural disasters may require large amounts of money for a small national though satisfying benefit. With the decision to achieve limited knowledge or skills or health training for example for groups who would otherwise be denied education, then analysis must begin by identifying the benefits and determining the goals.

Where a proposed solution involves new techniques, methods, media or situation there will be a research phase, followed by the development of a prototype phase for testing and only then will there be an operational phase. Costs can be high in the first two, but cost-effectiveness analysis should only be applied to the operational stage.

analysis of costs

The analysis of costs can be difficult, even with conventional teaching where most is recurrent, only about 4% may be spent on teaching material. With new methods there can be a large increase in capital investment, so cost-per-student hour decreases rapidly with increased and more widespread use. Thus even a very expensive television lesson if viewed by 200,000, and repeated only, say, four times over two years can be highly cost-effective if it only achieves an individual student performance no better, no worse, than a conventional lesson by a teacher in form of a class of 30-100 students. A simple audio-tape instruction can be even more cost-effective.

To measure this student performance we have to describe what it is a student must be able to do at the end of his course in order to demonstrate success.

So we can now describe educational technology as the setting of specific learning objectives and the level of expected performance, the process of curriculum design to produce this performance, testing, evaluation of this process, feed-back from the students' progress and revision of the curriculum and programmes until the performance is met. In this curriculum design, and as part of the process, we can use all the media and new techniques. The better the software, and with the optimum utilisation of the material, the more effective and cheaper the whole process will be."

steps for improvement

Professor Black's paper ended with four steps for improvement:

"a) A statement of specific goals and objectives for any learning activity, whether it is a year's course, or a day's course, is necessary. If there are only vague objectives, then all teaching can be accepted as satisfactory.

b) Planning must be based on the overall course, with a completely fresh look at the budget allocation - not just some minor adjustments to provide some more visual 'entertainment'. Educational technology implies a new system, not merely a supplement to the conventional.

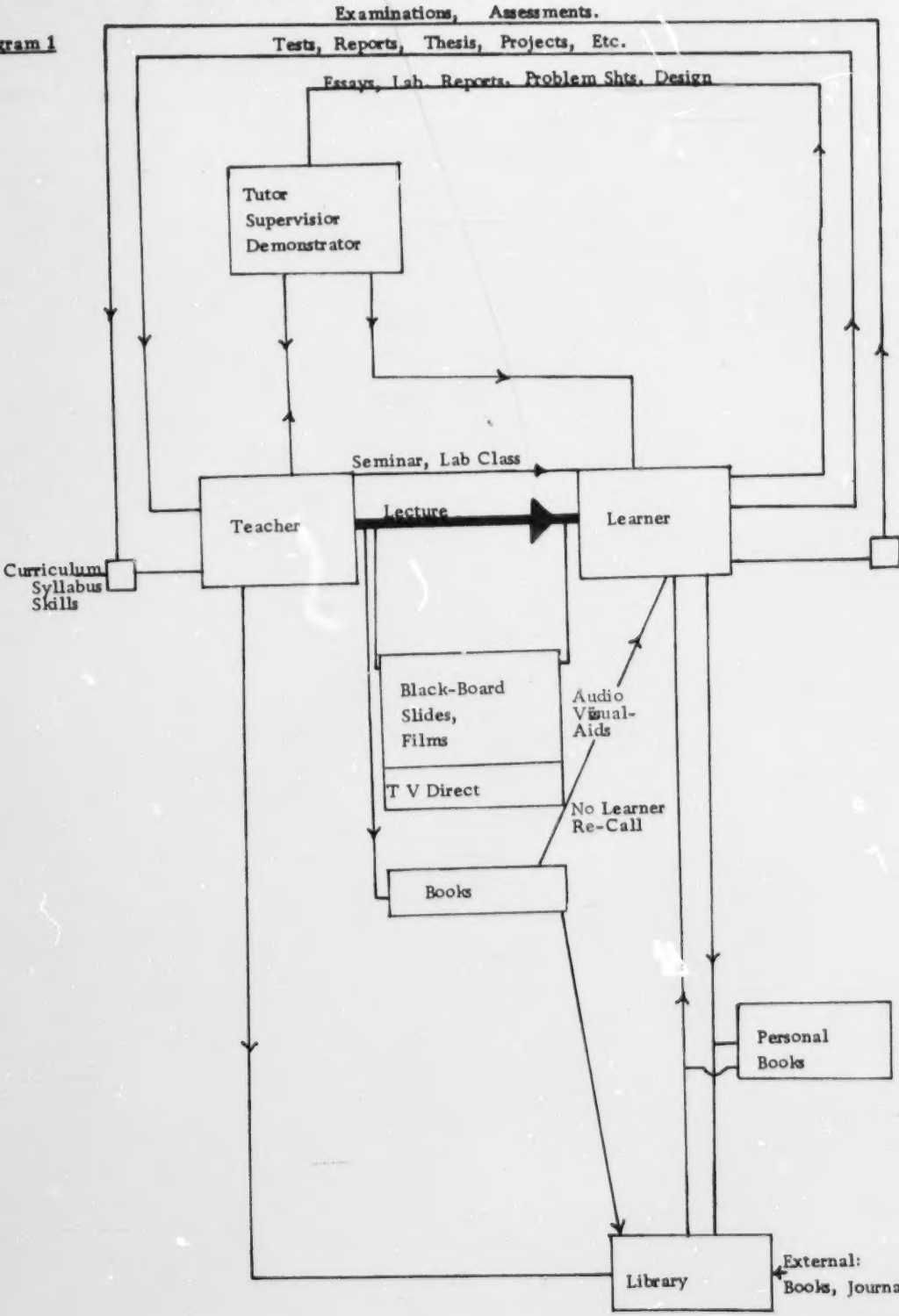
c) All changes, and the production of the new curricula, courses, software and use of the media must come from the teachers, and not be imposed by self-styled 'educational technologists'. Expert knowledge should be available from 'course consultants'.

d) Cost-benefit anlaysis and cost effectiveness analysis should be constantly maintained, no matter whether it is pencil and paper or broadcast television. Only in this way will continuous improvement and cost reduction be achieved."

the education system

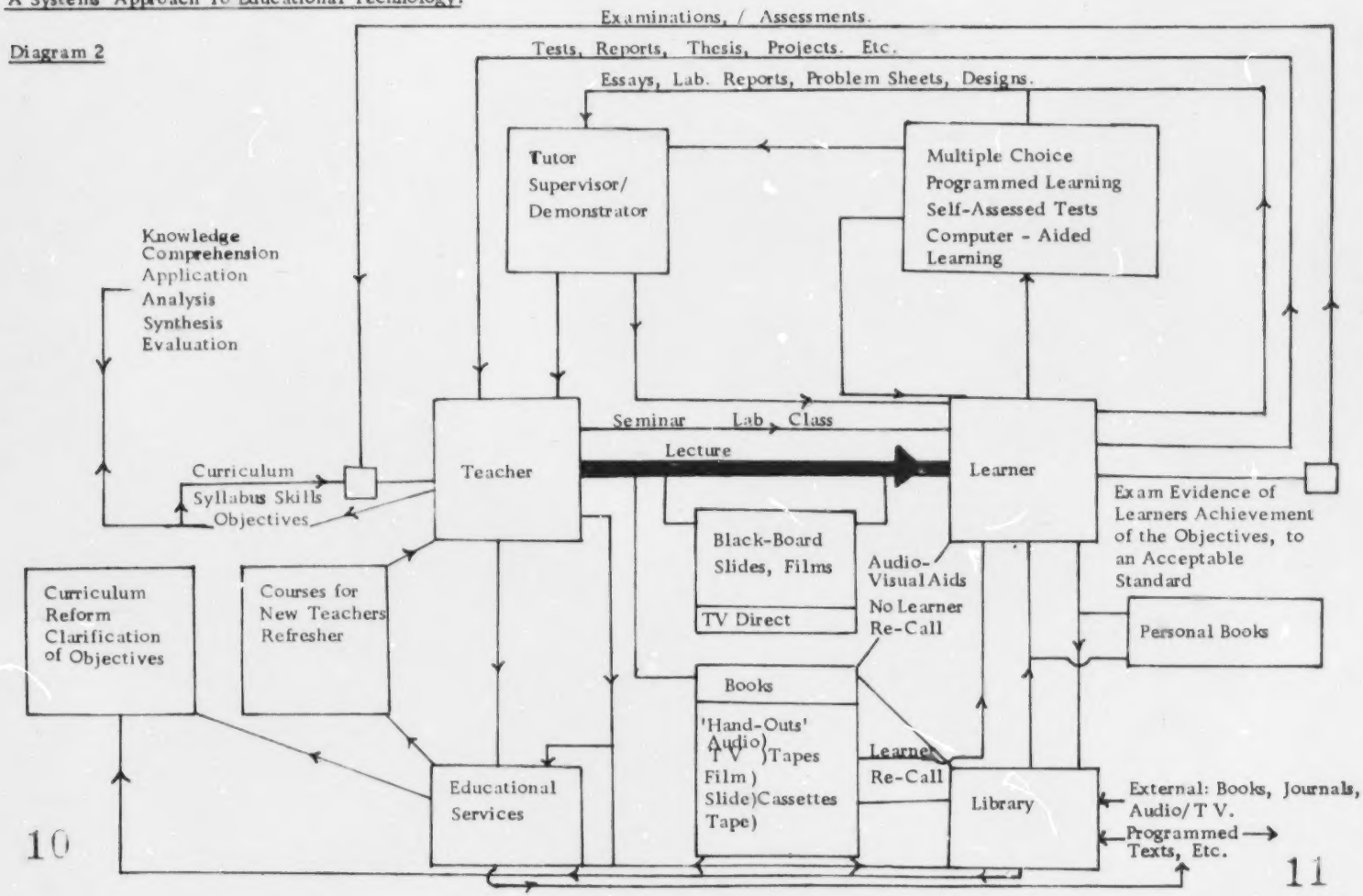
Professor Black produced two diagrams which illustrate the education system. Both demonstrate two main processes which take place during the transmission of the curriculum by the teacher to the learner. At the bottom of each diagram the actual learning process is illustrated, with the media available. At the top of each diagram the feedback system is illustrated. Diagram 1 shows the traditional education system. Diagram 2 shows the learning system based on an educational technology approach which includes traditional media and processes of instruction but also uses new ones to produce a new total system.

Diagram 1


Examinations, Assessments.
Tests, Reports, Thesis, Projects, Etc.
Essays, Lab. Reports, Problem Shts, Design
Tutor
Supervisior
Demonstrator
Seminar, Lab Class
Teacher
Lecture
Learner
Curriculum
Syllabus
Skills
Black-Board
Slides,
Films
Audio
Visual-
Aids
T V Direct
No Learner
Re-Call
Books
Personal
Books
Library
External:
Books, Journa

A Systems' Approach To Educational Technology.

Diagram 2



As an introduction to his concept of an education system deriving from educational technology, Professor Black described how his ideas developed.

"During my membership of the UGC it became apparent to me that there was general agreement that the library, that great temple of learning, was starved of money and should be allocated more - but only after additional resources had been made available for more academic staff, more support staff, more buildings, more equipment and so on. Once some resources had been spared for the library, having, as it were, genuflected to that temple of knowledge, the war to get more money for extra staff, buildings and equipment continued. Meanwhile, librarians argued that they needed 5%, 7%, 9% or whatever of the total budget of the institution. They do not have to specify what this money is needed for - whether it is for precious collections, for binding, for extra seating accommodation, for more staff so that the library can stay open longer hours, or for more books. There is no reasoned statement given on how a limited set of resources are to be deployed in order to achieve maximum benefit. It occurred to me that if this were an engineering problem we would not consider the library and its resources in isolation from everything else in education but would look at the educational system as a whole, just as if there were a transport problem we would not study a particular bus but the entire transport system. This led me to examine the educational system as a whole as it stands at present, and what, potentially, it might become if it made full use of the technology available.

traditional methods

In education a curriculum, skill or syllabus is transmitted by the teacher to the learner. In traditional education this is normally done by means of a lecture. However, the teacher, when lecturing, does not address the real learners sitting in front of him but a 'model' learner about whom he makes certain assumptions. Normally he does not pre-test the real learners to discover how far they match his concept of the model learner. If because of a lack of foreknowledge the learner is slow to learn, he may be quite wrongly blamed for not working hard enough.

lecture

The lecture is a passive style of learning for the student. The lecturer may use a blackboard, slides, film and even television, but he will tend to use them as teacher's audio-visual aids, not learner's audio-visual aids. All they do is enrich the lecture and increase its entertainment value. If the teacher takes his slides or his film away with him at the end of the lecture he has provided no 'learner-recall' material, and the learner, unless he had made lecture notes, will be unable to recover more than a few steps. However, if the teacher were to distribute a hand-out he would be acting as an educational technologist, not simply a lecturer. It is my belief that the rapid copying machine has been a great contribution to new learning methods because of the ease with which it provides vital learner recall material.

self-instruction

In the traditional system the first self-instructional method the learner is likely to encounter is the book. This is why the library, if used properly, is so important in the traditional system. A closed loop system between the learner, his personal collection of books and the library is the learner's first contact with the self-instructional method of learning - the best method there is. Having said this, it is obvious that the library is the learner's contact with the external world of scholarship. Yet all too often teachers merely recommend books to students with no guidance as to their use as a self-instructional method of learning.

feedback

Even in the most traditional educational system it is accepted that students should not be passive learners at all times, so opportunities are provided for learner activity in the form of seminars, laboratory classes, essay and case study writing and so on. The main purpose of these activities is to provide feedback on the learners' progress to the teacher. This is, in my view, erroneous. Feedback should not be a form of assessment or punishment - it should be an instruction to do something. The purpose of feedback should be for the learner to see his progress, identify areas where he is having problems and, probably in consultation with his tutor, take corrective action. Too often tutors delay the marking of essays and laboratory reports until they have collected several from each student and mark them all together during a vacation. This means that thousands of pounds in terms of laboratory equipment, staff salaries and student hours are spent fruitlessly, for a student cannot be expected to improve upon previous work when he has had no feedback signal about his earlier work on which to base corrective action.

open loop

This dilemma occurs because teachers use an open loop system of feedback rather than a closed loop system. As an illustration of the open loop feedback system, let us consider the electric toaster. If the operator sets the dial to golden brown and the bread is ejected when still white he blames the toaster, not himself. Similarly, the lecture is an open loop system. The teacher determines in advance how he will convey certain information to his model pupil and if the real students do not learn he does not blame himself but them.

closed loop

The closed loop feedback system is analogous to the auto-pilot. It has a set route, the desire bearing, but there is an additional factor - the auto-pilot continually monitors the way the aircraft is actually going and takes corrective action to bring the aircraft back on to the desired input circuit if it deviates. Thus the closed feedback loop implies measuring the signal of the output, comparing it with the input and taking some action to correct any error. This is the type of feedback loop which is available to the learner and the correct use of educational technology makes it possible to make it a central feature of education.

Thus the education system in any institution consists of two main resources: first, there is the library which gives the students their personal closed loop system of self-instruction; secondly there are teachers who are most effectively used if they are most involved not in information transmission through lectures but in providing feedback information to the learner of how he is progressing and how he might improve. We have a desire to keep the student staff ratio at

somewhere between 10:1 and 12:1 for we fear that if in the traditional education system we move to a SSR of 14:1 the student will suffer as there will be very little time for the teacher when he is not lecturing to provide adequate feedback and tutorial guidance. It is not a happy accident that the universities of Oxford and Cambridge have been so successful, nor is it due to the sheer talent of the students who go there. The reason for their success is that two essentials for learning are of superlative quality: their systems provide close tutoring of students and opportunities to study in magnificently endowed libraries.

Improving instruction and feedback through technology

Of course, the Oxbridge pattern of education could not be reproduced with current resources but we can now make use, instead, of facilities which until now have been unavailable in the education system. We now have the rapid copying machine which provides learner recall material and we have audio-visual machinery. As a result of these facilities we can develop the education system to improve both instruction and feedback, as demonstrated in diagram 2 which shows what can happen to the education system when full use is made of technology.

educational services

Once use is made of all the simplest tapes and slides there is a need for a further resource - educational services. This generic terms covers all professional services which assist the teacher in providing improved learner recall material. These services are not teacher-replacements, not rivals, but support for the teacher. On the other hand they are no longer simply an extra, there to provide teachers with a gloss for their traditional lectures. They exist to improve the quality of the hand-out material and it follows that they should have a link with the library as well as the teacher.

library

In the educational technology system, the library becomes the link with the outside world not only through books and journals but through non-print material. If an institution is to make use of non-print material it will not all be generated from within the institution, just as not all written material used is internally produced. Thus a duty of the new library is to be a link with a new, rich storehouse of non-print scholastic material. The method of handling, codifying, storing, collecting and distributing the non-print material should be within the normal expertise of the library.

feedback

In the educational technology system, introduced into the feedback loop are multiple choice questions, programmed learning, self-assessed tests and computer-aided learning. I do not suggest that these should replace conventional assessment. But if the financial situation in education deteriorated the main effect would be on the standard of feedback to the student. These new features can provide alternative methods of feedback to the learner, so he does not have to suffer from a falling SSR. For example, using computer marked tests he can isolate the areas where he has special difficulties, and in the short time his tutor has available to spend with him these can be discussed without loss of time spent discussing areas in which he has no problems.

objective setting

Diagram 2 also shows the importance of objective setting in education. These must be precise, stipulated, for example, in terms of what knowledge, comprehension, application of knowledge, ability to analyse and synthesise using the knowledge the student will be expected to have on completion of the learning programme, and what method of evaluation will be used. The standard which the student will be expected to reach should also be determined before learning begins.

The setting of curriculum objectives is not something which is actually tied to the use of new educational technology. It simply coincides with the use of educational technology because educational technology has made us realise that education is an expensive process and that if we have a large armoury of media to choose from it is embarrassing if we do not know which to use because we have no method of assessing them.

I have called this system the technology of education, just as medical practice is a technology of healing, not medical science. I do not practise educational science - I leave that to my colleagues in the School of Education. I am only concerned with the technology of education because as an engineer I believe that education is really a design problem - the learner has to achieve a certain standard of skills and there are a number of ways in which he can do so and the best has to be decided. This is the technology of education. Just as people were building roads as an art long before there was a technology of civil engineering, so education seems to me to be the last remaining cottage industry, run as it is on an ad hoc basis. Now for the first time there is the possibility of using a technology of education.

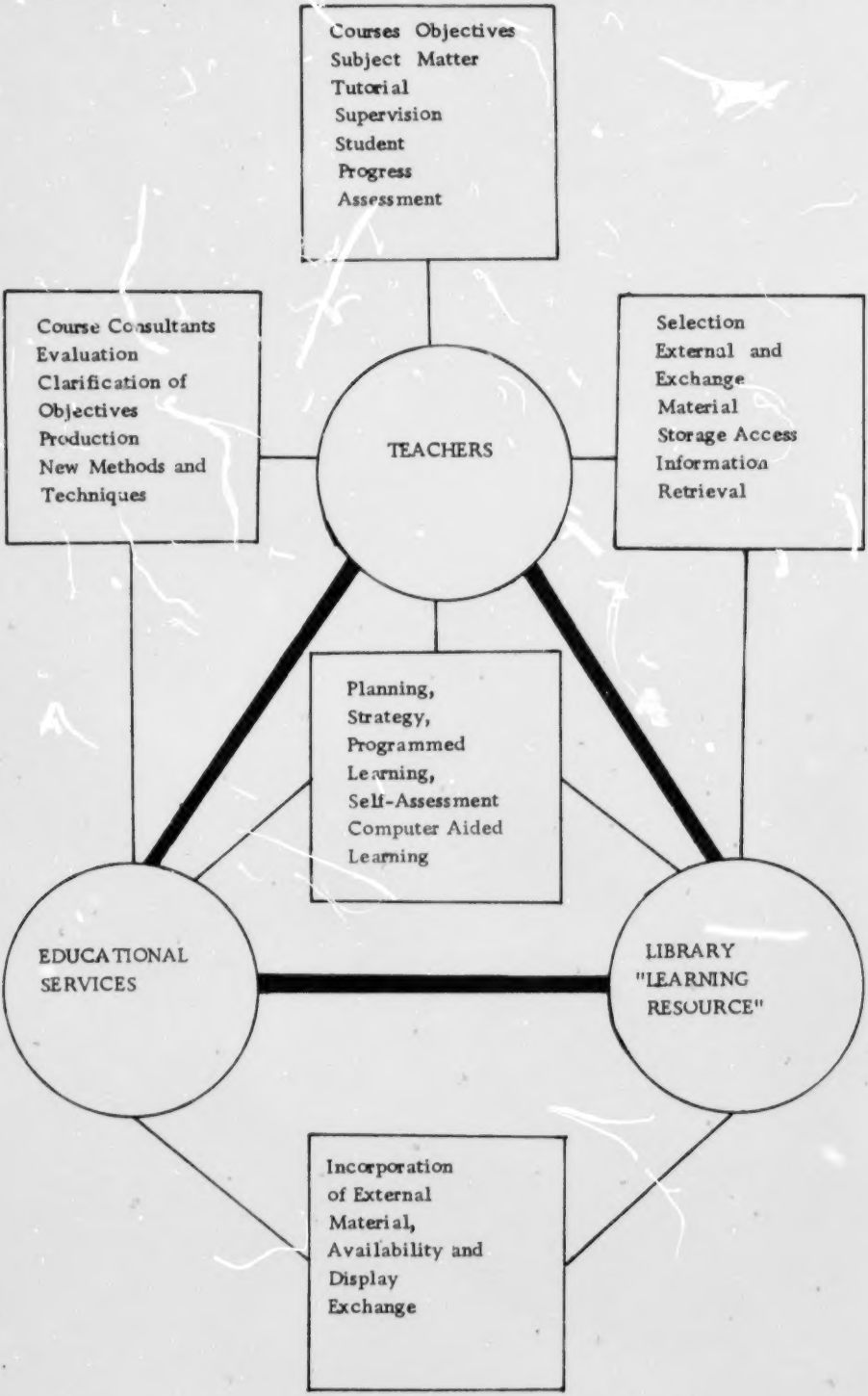
relationships in the institution

The relationships between the teacher, the library and the educational services which will exist in a system making full use of educational technology is shown in diagram 3. It remains the teacher's task to formulate course objectives and decide on subject matter, tutorial supervision, student progress and assessment. The library, as the learning resource, shares with the teacher the job of selecting external and exchange resource material. The teacher's role is not to sort through quantities of material to find something which will be of use in teaching a particular item, but to put his request to the librarian who will then retrieve relevant material for him. Educational services will act as course consultants, liaising with the teacher over the evaluation and clarification of objectives, production, new methods and techniques. They will discuss course objectives with the teacher and suggest ways in which he might achieve them. The educational services and the library will liaise on the incorporation of external material into college resources, working out such details as copyright.

The achievement of the team as a whole is the most important factor. They will together produce a planning strategy for education. In my view this is where resources should be directed. A sum of money should be allocated not to a department or a library but to a course. Representatives of each of the three elements in the team should together discuss how to use that resource to achieve the best learning. The result may be an SSR of 25:1 but this will be balanced, perhaps, by £5,000 worth of programmed texts in the library, which a librarian working on an ordinary budget would not be able to provide.

Relationship Between The Teacher, The Library and The Educational Services.

Diagram 3



existing use of educational technology system

The system I propose is not purely idealistic. It is quite possible to have a system in which objectives are planned, self-learning operates and students only contact tutors for personal, socratic dialogue. Some courses are already run on these lines. For example in the Rotterdam Medical School and Birmingham Medical School pathology is taught entirely in this way. The Open University is completely designed on this system.

At my own institution we teach certain aspects of engineering to first year students in this way. Traditionally, certain noisy and time-consuming tests are carried out with machinery in the first few weeks of term. We now teach these not in the laboratory but through a self-instruction programme. The objectives of the test were first set: to learn how to analyse a compressor and take readings; to be able to learn to use the library and find out information at the beginning of the first year. The test takes place in an ante-room of the library and no staff are present for the first two hours of student activity. First, a ten minute compressor test is demonstrated on television by a member of staff, showing instrumentation and what is going to happen on the test. The students see the instrument reading and hear the noise of the machine. They take results from the screen, writing them in their hand-outs according to instructions. Then they are told to find the journal room in the library and discover whether the machine they saw demonstrated was old or new. They are given a list of text books and asked to compare the method for analysing results shown in television with those in the books. (In this way they also learn the Dewey system). For a final hour, they are joined by a member of staff and discuss the work they have done. We have found that retention of knowledge after three months is better than among students who have carried out the conventional laboratory test. If any students wish to handle the machine after seeing the programme they are able to make arrangements with the technicians to do the test in their own time."

Discussion Arising

part-time students

While he saw the advantages of the educational technology approach to learning, a member commented that it would be difficult to persuade employers of part-time students that they were not wasting time if they did not have formal lectures. Professor Black agreed that this might be a problem. There was another problem which he had not mentioned earlier, that of lack of accommodation in the library for students if many courses used the educational technology approach before there had been an opportunity to increase the library accommodation. However it was not essential that the library should be the only place where this approach could be used. Students could be given books to read and be asked to illustrate what they had learnt on a blackboard in a classroom. Alternatively they could be supplied with cheap individual tape recorders and OHP slides from which to work.

objectives

The bulk of the discussion time was taken up with a debate about objectives. One participant commented on the extremely long time it took to write objectives for a course. Professor Black agreed, but added that once a course's objectives had been written, they would only need updating from time to time with minor changes, so this would not be very time consuming.

If one of the objectives of a course was to make the students able to work in a team, how could this be assessed? Professor Black replied that at Bath University assessment on such matters as this was done by means of a 100 item student profile with each item having a five point grading. This would give the overall assessment of a student.

A member described an attempt made at his institution to ensure that students did not suffer in assessment from teacher expectations of them rising during the course. Professor Black described his, a 'contract of expectations' compiled by supervisors at the beginning of the course which stated what the student was expected to achieve on his project work at what level on completing the course.

Some members questioned the amenability of management education to the definition of objectives, as compared with, for example, a technology. Professor Black reminded the conference that the well-known taxonomy of educational objectives by Bloom had in fact been designed for arts subjects. Furthermore, there were several other taxonomies which members might think better suited to their needs. In any case, there was a considerable amount of pure information and skills training in management education which was most suitable for teaching through an educational technology approach, and it would be quite possible to teach the rest of the course by traditional methods if this was thought desirable.

A comment was made concerning the danger of the curriculum consisting only of what was measurable if the system Professor Black advocated was used. He agreed that this danger existed but added that in the traditional system there was the same danger of teaching only what was measurable in traditional examinations.

G E Wheeler,
Deputy Director,
Coombe Lodge

A SURVEY OF EXISTING COURSE PROVISION

Mr. Wheeler's review of present courses formed the introduction to the first project in the conference: an examination of current provision and recommendation for a structure of management education to be provided in the near future, paying particular attention to the inter-relationships between the various sub-structures proposed.

"In the project we are particularly concerned with identifying what might be the starting point for discussion and possibly the ending point for discussion. We may take 'courses' to mean any type of learning experience which is organised rather than accidental. We are asked to review current provision and make recommendations for a future structure. The course organisation structure within which we exist is one of constant flux and therefore one can always move it towards better achieving its purposes. We ask that particular attention is paid to the inter-relationships between the various sub-structures proposed since at the present time the inter-relationships between the sub-structures is one of constant agitation and activity. Boundary establishment and boundary permeation is one of the most prevalent aspects of management education. Without a 'TEC' to sort out the situation it is up to industry and colleges themselves to do so.

who provides management education?

As a reminder and a starting point for syndicate discussion, I shall give a brief analysis of current management education provision. A first question which might be asked about the present course structure is 'Where does it occur?' There is certainly management education taking place within industry - an undefined, unquantifiable amount of management education takes place either on an organised basis or on a more than casual basis, but it is not publicised. Although of course some of it consists of training, much is of a broader nature, concerned with widening a man's horizons in order to make him a better manager.

The FE sector is clearly another area where management education takes place. I need not elaborate on this, except perhaps to stress that although we may be aware of what we are doing in our own particular branch of FE: in the polytechnics, the colleges of technology, colleges of education or institutes of higher education and so on we are not always so fully aware of what is happening in the other branches. Management education also takes place in the universities and we cannot discuss developments in management education without being aware of what the universities are doing and are likely to be doing in the future,

and without envisaging some kind of co-ordination amongst the FE sector and the universities. Similar co-ordination must be possible between the FE sector and the numerous outside agencies involved in management education provision. These range from FE lecturers 'moonlighting' to the more established activities of consultants, through to official and semi-official organisations stretching to the TSA which has clear concepts of the development of management education, perhaps outside of the existing organisational structures.

There are arguments that management education should also take place in the schools on the hypothesis that concepts of administrative competence should be engendered amongst young people long before they reach the postgraduate stage. Clearly, schools have always been concerned, in any case, with concepts of leadership, order and discipline which may be the basis of later managerial activity.

why provide management education?

We might analyse the reasons for providing management education? We may simply provide it as an educative activity, taking the view that there is a discipline or a multi-disciplinary base for an educational activity which has as its central theme the way in which organisations exist and that this is as worthwhile to study as any other discipline. It has indeed been suggested that there should be diplomas in higher education which do not necessarily lead to a management job but are based on the study of management.

Alternatively, we may indulge in management education in order to create research capacity to investigate what is happening in the managerial world. If our intention is to design courses which lead to a research capacity, presumably they will be somewhat different from courses which are designed to develop ability in active managerial roles.

We may undertake management education in the sense of training - the acquisition of skills, abilities and attributes which are supposed to be useful in a practical situation. With this interpretation the spectrum of activity becomes wide and problems arise over the continuum of education and training, who should do what, how capable we can be in training in isolation from the job and how valuable such training is.

We may undertake management education in order to bring out personal adjustment - to alter, develop and instill attitudes in order to affect perception. We may think it critical that people who are managers are helped in their personal adjustment to new situations they may have to face. The adjustment may be to reduce stress and therefore lengthen the useful life of the manager or indeed to instill in the manager an entrepreneurial or creative capacity.

Management education may be based upon a problem centred solving concept. We may identify problems which need solving and develop training programmes, for example intervention training which enables a manager to combat the problems he faces more easily. For example courses have now been developed for 'the manager in an inflationary situation'. Admittedly they are rather too late to help the current crisis, but if they had been offered five years ago no one would have been interested in them.

influencing agencies

Who helps us in colleges and in industry to do what we want to do in terms of management education, or, indeed, prevents us doing what we want to do? The list could be very long. On the education side the CNAA is obviously a strong influence, particularly with the association with the CNAA of the DMS. Then there is the DMS Committee itself, and the separate DMS Committee for Scotland. Professional bodies have much influence in the field of management education. TEC will also, though it has yet to pronounce on the middle level technician managerial activity which it is going to create. BEC will have an influence, though it is even further away from announcing its intentions. Other educational influences include NEBSS which underpins the managerial structure. It is interesting to note that as yet there is no organisation which is particularly concerned with training operatives in such a way that they can be managed. Perhaps we should take some heed of the system in the Services, where although much time is spent training officers, far more time is spent training men to work under them, and the officers are therefore more successful as managers. Other educational influences are the universities, the DES, the Department of Employment and other government agencies.

If we look towards influences from industry we can identify the CBI, the industrial training boards and the fairly recently established but active Committee of Training Officers of Nationalised Industries. This group is not very well known, but it is fascinating to note that a group of about 15 training officers watch over the training needs of about 30% of the managerial labour force.

Each of these agencies has views about management education and influences it. Behind them are the sub-agencies - the local education authorities, college boards of governors, boards of directors, etc. which have ideas about what the college and industry should be doing in management education.

influencing ideas

We could think in terms of the ideas which influence the development of management education and underly what we do. Such ideas stem from Reports - Mant, Owen and so on - or researchers - Revens, Drucker (the names are innumerable) - or sociologists, or economists or politicians ...

methods

How management education has been undertaken is another area which might be analysed. At one end on the scale there is the traditional academic style, the identification of areas of interest and knowledge and an approach through traditional methods of teaching and learning. Then there is the problem-centred method of teaching which makes use of the case study. The developmental system of learning, which makes use of the project may be used. Another method is the reality-based style, which employs action research and problem identification. It might be useful to categorise current management education practice in terms of 'the how' and the philosophy behind it.

The underlying philosophy is significant. How far are we influenced by the concept of a management science or a management art, a discipline which has theory, knowledge, a basis, a development, a totality, an identification and so on and the idea that if there is such a management science or art, any manager must be expected to acquire this knowledge. Even if there is simply

a management mythology it is equally significant that the mythology is acquired if one is to move amongst the gods! One such mythology is that industry is concerned with profit making.

Is management a multi-disciplinary activity? Is the development of the integrative training activity based upon multi-disciplines and the concept of identifying each of the total areas that might exist and having identified these deciding which part of them are going to be of use to a particular group of managers or individual manager?

Is management, alternatively, based upon an inter-disciplinary concept? If so the education and training which develops will be significantly different from that based upon a multi-disciplinary approach. The multi-disciplinary approach stacks all its areas of learning side by side, while the inter-disciplinary style mingles them, as it were, in a trifle aiming for a smooth mixture with no indigestible lumps.

Or do we identify the concept of a base disciplinary approach? With this approach the manager is expected to know one or perhaps two disciplines other than management because these are so all-pervading - behavioural science, or numeracy for example.

We have to decide whether we see management as a social process or a social-manipulative process, or like Dr. Johnson believe that management is fundamentally an identification of systems and the operation of those systems. Those who reject the systems approach may believe in the phenomological approach. Or one may see the philosophy underlying management as the alien approach, i.e. totally non-logical, the concept that management is dealing with the non-logical, non-observable situation in which the manager is in a risk situation and in management education one tries to equip him to deal with certain groups of risk.

Another question which we should perhaps consider is whether we have to distinguish between the kinds of managerial problems which institutions or firms face. Do we have to distinguish between profit outcome management where the tasks of management are associated with achieving profits, product service management where the task of management is to balance the budget so as to achieve a product service and also a reasonable profit - one might think of public services as coming under this heading - and the management of value-added types of activity such as education where there is an uncertainty of input and output and the manager is trying to add a value to the input so that the output is somewhat different. Those of us who are concerned with course development should perhaps ask whether the courses are best suited to profit outcome situation, or the balancing of budget and product services situation or the value added situation and whether there is anything in common between the managerial processes of these three.

It remains true that the vast majority of managers have had no particular education or training directed specifically at the mangerial job. Whatever

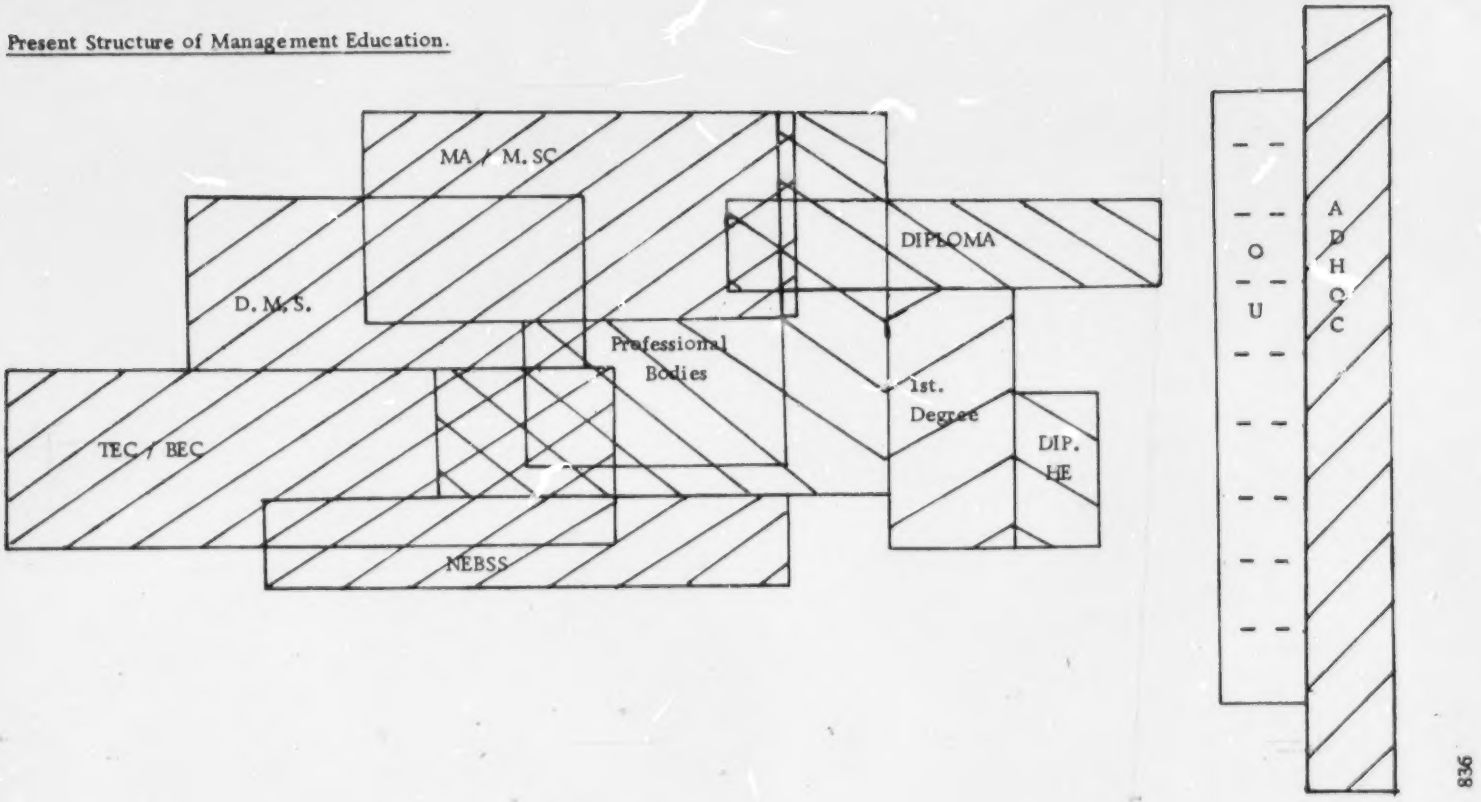
structure we hypothesise has to take account of the fact that in the foreseeable future most people who manage will not have been formally trained to do so. Therefore the training we offer should perhaps take account of the fact that on leaving the management course people who have been trained will be entering a situation where most people are not trained in management skills.

Lastly, we might look at the pattern of the present structure and try to determine how from the present structure a developed structure might appear. As the diagram shows the present structure is rather confused and overlapping.

We might think of the central activity being the DMS. Beneath this are TEC and BEC courses, and impinging on these are NEBSS courses. At a higher level DMS courses are associated with Masters degrees. Professional bodies are involved with TEC and BEC, they also maintain an area of independent activity which stretches up to course provision at masters degree level. Management education is also provided at first degree level, a small amount at present but it is increasing. There are diplomas of various types at post degree level, and the Dip.HE will include management courses at sub-degree level. The activities of the Open University must also be taken into account. We must not forget the process of management education which takes place outside the established educational system, provided by industry and other outside agencies.

This then, is our present structure, unquantified in terms of value added. What kind of structure do we see developing? In what direction should we urge change? How can we take account of the fact that whatever we urge, some parts of the structure will resist change and must somehow be fitted into a new structure as they are?"

Present Structure of Management Education.



Dr R M Johnson,
Director of Training,
Training Services
Agency.

THE FUTURE FOR MANAGEMENT COURSES

TSA

Before launching into the main body of his talk, Dr. Johnson briefly described the growth and organisation of the Training Services Agency. As a result of the disquiet expressed in 1971 and 1972 about the way the Inudstrial Training Act of 1964 was operating, a new Act, the Employment and Training Act, became law in 1973. This Act brought into existence the Manpower Services Commission which is chaired by Sir Denis Barnes, formerly Permanent Secretary to the Department of Employment. There are nine part-time members; three nominated by the CBI, three by the TUC, two from local authorities and one from the education service. The Commission has a small secretariat, and its functions under the Act are to be carried out by two bodies; the Training Services Agency and the Employment Service Agency. The ESA takes over, broadly speaking, the job-finding activities of the Department of Employment including the Professional and Executive Recruitment Service. The TSA takes over from the Department of Employment its training activities and also some of the training activities which were the province of the Central Training Council which has now disappeared.

The TSA is headed by a Chief Executive, John Cassels. There are three aspects to the work of the Agency. Two of them are controlled by Deputy Chief Executives, one for the Industry Division and one for the Training Opportunities Division. The third aspect of the work of the Agency is headed by the Director of Training. The TOPS Division is concerned with individuals, helping those who are unemployed (or who wish to change their job and are prepared to give up their existing job) to gain training not exceeding a year in length and which will enable them to find a different kind of job. The scheme has taken over the 53 Government Training Centres, now renamed "Skill Centres" which will train 17,000 people in the current year. The TOPS Division is also responsible for the administration of training grants to those adults who can benefit from a further education course. The total number of people trained under the TOPS scheme will be about 46,000 in the current year. Under the TOPS Division, there are seven regions, each headed by a regional manager who is responsible not only for TOPS activity but for co-ordinating other activities of the TSA in the area and carrying out a strategic review of what is needed in the area. Relevant information will be circulated to the training boards, the education service and the Employment Service Agency.

The Industry Division has responsibility for training within employment and is therefore concerned with approximately 26 million people. Of the people

covered by the Industry Division, about 63% are covered by one or other of the 24 statutory Industrial Training Boards. The other 37% fall in the public sector, i.e. the Civil Service or Local Government, or the nationalised industries or certain other fields without a statutory Training Board such as banking, commerce, insurance and hairdressing.

The Directorate of Training is concerned with standards, research and information in the training sphere across the entire spectrum. It is only interested in intervening where there is a need to do so, therefore its concern is with problem areas and shortcomings in the existing situation.

Of particular interest to this conference is the fact that management development is identified as a priority within the TSA's five year plan and the Directorate of Training has the special responsibility for co-ordinating that part of the Agency's activities. There are three ways in which the Agency is concerned with management training and education: firstly through the activities of the Industry Division and the ITBs; secondly because of the number of managers who are sponsored on courses through the TOPS arrangements and thirdly because of the direct interest of the Directorate of Training. The Directorate is responsible for management training and development and organisation development and has direct contact with the education service including sitting as assessors on TEC, BEC and similar bodies.

Dr. Johnson drew his description of the TSA to a close by mentioning that, apart from the three operating divisions he had spoken of, there were also three other support branches: Planning and Intelligence, Corporate Services (including personnel) and Marketing.

Moving to the main part of his paper, Dr. Johnson outlined the four main areas he would discuss:

"I would like to divide this talk into four main parts. In the first part I would like to discuss broadly the area of management development and related subjects. In the second part I would like to discuss what I might call the college product portfolio, that is the range of courses which management colleges can usefully provide and the way in which these courses are likely to develop over a period of time. Thirdly I would like to consider market segmentation, looking for ways in which one might analyse the market for management courses. Lastly I hope to discuss market pressures, that is the influences which are at work which are likely to bring about changes in management courses.

Management Development

education and training

There are a number of terms commonly used about which there is not universal agreement and I feel it is necessary to state what I mean by these terms as a basis for meaningful discussion. Training is often defined in terms of giving people the attitude, knowledge and skill that they require to do tasks and jobs.

In my view the definition of training should be extended to embrace the management of learning within a work context, that is it should cover not only off the job courses designed to help people to do their jobs better but also making use of the work situation. Furthermore training has traditionally been associated with helping individuals. I believe it is profitable to extend the definition to embrace helping people within work groups and indeed whole organisations to perform more effectively. The term education is wider in concept. It embraces imparting the attitudes, knowledge and skills which people require to take their places in society. Education involves implicit social and moral values. Management training I take to mean the training we give individual managers to help them to do their existing jobs or jobs into which they are likely to be promoted or transferred within the foreseeable future. Management development, however, takes a longer view. It seems to me that it is concerned with encouraging managers to develop their own capabilities so that as opportunities occur in the future they will be the better prepared to take advantage of them. Management development activities therefore may not be related directly to the individual's immediate job. Managers may be trained and developed either as individuals or in groups. Such groups may be composed of members of a work-based team, or they may be brought together for the course as having some training needs in common. The aim of management development may be viewed as a conscious effort to develop the total management team in a firm. If the focus is upon individuals alone this is perhaps more properly termed manager development. The term organisation development means different things to different people but I believe that most managers who have been involved in organisation development activities would agree that it is about helping organisations to develop using a range of behavioural science tools focussing on human interaction and group dynamics. Organisation development activities should, however, be directed to helping firms with their actual problems and challenges. To derive maximum benefit from OD techniques the firm requires a sound approach to its business policy and longer term plans. These plans and policies should be based on a strategic appreciation of the firm's position and coupled with a tactical analysis of its operational activities. There have been a number of reports over the past decade on the needs for management training and development in British industry. It seems to me that four major themes have emerged from these reports:

(a) There is an urgent need for further improvements in this area.

(b) The needs of managers vary enormously.

(c) The need to develop managers in groups has not received sufficient recognition.

(d) There are problems in relating management courses to real management needs and ensuring that management development schemes are properly conducted.

management education

Returning to the subject of management education I believe it is important to see any educational course as a complement to management development. Broadly speaking management education courses seem to fall into two categories.

Firstly there are educational courses aimed at developing managers in the widest sense in ways not specifically related to any particular job. Secondly there are a number of courses of different kinds which are concerned with developing skills and knowledge of direct value to the job, i.e. more strictly training, but where education facilities are used. I would include within this classification so-called appreciation courses, which it seems to me are concerned with helping managers to relate more effectively to other managers whose basic area of responsibility and discipline are different. In many ways we may regard such courses as being designed to improve the skills of managers in respect of their ability to interact effectively with others.

There is a considerable amount of evidence to suggest that as a country we still accord insufficient priority to the idea of training managers in the bread and butter skills of management science. We appear to be content with trying to patch up inadequate knowledge and skill with short courses. This seems to me to be analogous to treating a man with blood poisoning by treating the symptoms rather than the disease. We should be treating the symptoms and the underlying causes by constantly updating our analysis of the attitude/knowledge/skill requirements of managers, providing courses that meet these needs and stimulating demand for such courses on the part of actual or aspiring managers.

Product Portfolio

I expect that this marketing concept is familiar to many people. In many ways a college that is offering courses is like a company offering a range of products. It is convenient to analyse the products and to seek to identify markets for which these products are intended. For this purpose I would like to refine further the classification of courses.

(a) Career-based Courses

I would define these as courses for able young people who have entered or are seeking to enter the management sphere. They are broadly educational in character and embrace the fundamental principles of management. We are here up against what appears to be a peculiarly British problem. There is a myth about that you cannot train managers. Whereas it may be true to say that you can't turn some people into managers, there is a considerable amount of compelling evidence to the effect that individuals with management potential can be helped to become far more effective at a much earlier date with appropriate training/education. It seems to me that there are two sides to this problem. Within industry there are some people who cling to the myth of "the practical man" who does not need "all that theoretical stuff", and who fail to recognise the value of sound training in the management sciences. On the other hand there are academics who tend to introduce theoretical concepts which are at best out of context and at worst no better than intellectual exercises. I must hasten to add that many industrialists welcome sound management training and many academics give it! But the problem remains and it is exacerbated by the poor image industry and commerce presents to those young graduates and school leavers who are the potential managers of the future.

(b) Broadening and Updating Courses

These courses are designed for middle managers who are expected to gain promotion within the organisation to the point where a much broader perspective is needed. Such courses are designed therefore not only to provide knowledge and skills of particular managements tools but also to give insight into the functions of the company with which the trainees may be unfamiliar.

(c) Specific Techniques

These courses are short, being of only one or two weeks in duration. They aim to provide managers with specific tools which it is believed they require to do their jobs more effectively. They cover such aspects as work study, management accounting, critical path analysis and human relations.

(d) Appreciation Courses

These courses are intended to be an introduction to a particular function with which the manager may be unfamiliar. Such courses are often used when it is felt that a manager or group of managers will need to relate more effectively to the function concerned, e.g. marketing for line managers.

(e) Work Group-based Courses

Courses of this kind focus on managers in working groups rather than concentrating on the performance of individual managers. They are designed to help the group of managers who have to work together to understand one another's problems and at the same time to increase their inter-personal skill, particularly listening.

Market Segmentation

If we are able to agree as to the nature of management education and the rough classification of courses along the lines I have suggested, the next problem is to identify the market for each kind of course and for this some form of market segmentation is desirable. The kinds of parameters we may use to segment the market are many. I would like to suggest briefly four ways of looking at the market.

(a) The Mant Classification of Managers

Those who have read the Mant report will know that he has classified managers into seven kinds, i.e.

Internal mobile manager
External mobile manager
Thwarted manager
The specialist technocrat manager
The recessional manager
The "old boy" manager
The backbone manager.

I think it is helpful to examine the kinds of courses provided in relation to these different kinds of managers. For example, the specialist technocract may be excellent at his own narrow sphere but he may well be in need of an appreciation course or a broadening type of course to enable him to pull his weight as a member of the management team. He may also have special needs in the industrial relations sphere as his training and background may not predispose him to the expertise of this kind needed today.

(b) Functional or Line Managers

The line manager tends to operate by virtue of his authority and the results of his efforts, i.e. his ability to get work done through the resources and people at his disposal are very readily identifiable. The functional manager, however, is often providing a service and advice to other managers, and the results of his efforts are not so easy to assess or to quantify. This should clearly be reflected in the kinds of courses which these individuals take. Too often we have given a standard training to both which serves one well and the other badly.

(c) Status of Firm

There have been a number of studies of the ways in which small firms grow into large firms and the concomitant changes which take place in the organisation's structures and the management skills required. I have found two of these studies particularly helpful:

(i) the Nederlandisch Pedagogische Institut study which has been used in the UK by the Industrial Training Service, and

(ii) the work of Professor William Guth of the University Columbia.

There is clear evidence from these and other studies that a stage is reached when an entrepreneurial company becomes too large for the proprietor to manage effectively and some degree of functionalisation becomes necessary. This is a stressful situation for the companies concerned and it is at this stage that many companies either become bankrupt or are taken over by larger concerns. According to Professor Guth a further stressful situation arises when a functionalised company manufacturing a limited range of products for limited markets decides to expand either into a wider range of products for the same market or to sell its existing range of products in a wider range of markets. A third stressful situation arises when a company becomes a multi product range and multi market in its operation. The expertise and hence training required by some managers in each of these five kinds of companies, particularly managers at the higher levels, is worthy of study.

(d) Hierarchical Levels

As individuals move from supervision through middle and senior management to become directors, managing directors and chairmen, their training needs will clearly change. An examination of the training needs for different levels of individuals in an organisation, particularly a large organisation, is most valuable.

Market Pressures

I would like to draw attention to various forces at work which are likely to bring about changes in management education. I will touch on those factors that are external to the education world: no doubt there are also internal pressures. I would like to discuss this subject under three broad headings:-

(a) Economic pressures

(b) Social pressures

(c) Training professionalism

economic pressures

In times of economic difficulties many companies are asking serious questions about the value of training and want to be assured that they receive value for money. Such pressure could give rise to questions as to the relevance of educational courses to the actual jobs done by managers. Training is frequently viewed as an optional extra or a social necessity. It is also gradually being recognised primarily as a management tool. Such techniques as human asset accounting are related to this general economic pressure.

social pressures

There are many more people who believe that the work force of today is on a higher point on the Maslow hierarchy than, say, a generation ago. This manifests itself in a number of ways. Employees today want to be more involved in the decisions that affect their future, they are concerned about the meaning of work and of what they are doing. There is pressure for increased job satisfaction, managers are more concerned about their personal career aspirations and opportunities. These pressures give rise to new demands on managers by workers and also new demands by managers as workers. This has implications for training, regarding, for example, self-directed work in courses. This is a novel concept in which participants are able to define their problems and objectives and given resources to allow them to pursue their personal goals.

training professionalism

As a result of the Industrial Training Act 1974 and other pressures there is a growing recognition of the fact that there is a body of knowledge and skills that one might properly call training. The application of systematic training in particular focuses on the analysis of training needs and the design of courses to meet those needs. These needs may be derived from a systematic study of the job which a manager undertakes; training needs of a broader kind can often be discerned by a study of the longer term prospects of the company and the likely demand these will make on managers. A third approach is to focus on specific problems which appear to be related to the competence of staff. Once these training needs have been identified in an individual or in some cases in a group of managers, training may take the form of structured learning on the job, for specifically designed courses, or the selection of courses external to the company, whichever appear to meet the case. Once the course has been selected or designed the manager concerned or his superior are usually asked to discuss with the training advisor the objectives of the course and the use that will be made of the knowledge and skills gained. Frequently some follow-up action is taken to see that the manager returning to the job is able to translate

his newly acquired knowledge and skill to the job in hand. The outcome of these various pressures, taking into consideration the typical product portfolio, and the suggested market segmentation would lead one to suppose that in future we are likely to see more work-based courses, more self-paced and more training designed to help groups to work together more effectively. These developments are likely to go alongside improvements and updating of courses in the management sciences (including behavioural aspects) and career type courses."

Discussion Arising

self-directed learning

Dr. Johnson's remarks about self-directed learning were the basis for much of the discussion which followed his paper. Members approved of the concept, but feared that it would be prohibitively expensive. Dr. Johnson agreed that it was costly in terms of staff resources. However, the purpose of a self-directed workshop was not to give the participant a great deal of knowledge or skills but to help him discover lines of enquiry, to gain an insight into his problems, and once begun, this process would continue after the course.

A member commented that self-directed learning would be possible on the DMS course if it became modular and used programme learning as part of the total programme. This would require a massive effort on a national level in order to produce the material necessary and train academic staff to use it. Dr. Johnson said that, despite the expense, he hoped that this would be how the DMS would develop over the next decade. Although it would be expensive initially, once the material had been designed, it could be used over and over again.

A distinction was drawn between self-paced learning and self-directed learning when a participant commented that the customers on these workshops tended to be involved in the manpower resourcing field, when there was little involvement in them by people in the line areas whose need was perhaps greater. Dr. Johnson said that self-paced learning could be used at all levels, including operator level. Self-directed learning was less general in its application but could be used by managers. Although, like self-paced learning this used a selection of fairly standard exercises, it began with the individual being assisted to identify and classify his own needs, not the needs perceived for him by others.

A member remarked that there was more self-directed types of learning activity going on in FE colleges than was probably apparent, and there would be even more if local education authorities did not hold it in such poor regard. What could be done to persuade them of the value of these learning methods?

Dr. Johnson drew members' attention to the TSA working party report on links between the Agency and FE. This was now before the DES and the MSC and it

was anticipated that comments would be widely canvassed. One suggestion in the report was that there should be some kind of national forum set up to look at education and training. The work of the regional managers in the TSA would, he hoped, produce a dialogue between local education authorities, industry and the Agency. Dr. Johnson also felt that the RACs would approve of a constructive dialogue with the TSA. Such liaison was embryonic at present but was a goal to be aimed at over the next ten years or so.

Conference members formed four groups to discuss particular aspects of curriculum development: CNAA masters degree courses, case studies, DMS courses and activities within companies. They were assisted in their deliberations by visits to the working parties by four witnesses: Mr. J. Ekins from Cranfield Institute of Technology, Mr. S. Buttimer from the Polytechnic of North London, Mr. E.T. Moorby of the Air Transport and Travel Industrial Training Board and Mr. P.W. Lang of Glamorgan Polytechnic. Each witness gave the working parties a brief outline of his work in management education and this was followed with a discussion. A resumé follows of the witness session with the working party concerned with the DMS.

Discussion with the Visiting Witnesses

E T Moorby, Air Transport & Travel ITB

Mr. Moorby prefaced his remarks by telling members that he had been in his post as Management Development Adviser at the Air Transport and Travel ITB for only three days, so his point of view would be based on his work with the Engineering ITB where he had worked for seven years. He had originally trained as an engineer, working for the Ford Motor Company for ten years. During the last three years he spent there he had been in the Metal Stamping and Body Division Training Department. Simultaneously he had taught IWM and NEBSS courses and got a 'feel' for FE work. Mr. Moorby said that his role in the EITB had initially involved working in the 'field' with companies on all aspects of training, then a period at Headquarters on technician engineer training. From 1969 he was involved in launching the management development work of the EITB. More recently his main areas of activity had been in setting up first appointment training of managers courses and involvement in a review of supervisor training which included discussion with NEBSS on its current review of the topic. He was also chairman of an inter-Board group concerned with coaching and on-the-job development. Over the past two or three years he had become particularly interested in performance appraisal, interactive skills and organisation development.

Mr. Moorby commented that anyone working for an ITB was bound to be influenced by the industry for which he worked. He felt that the DMS and NEBSS courses ought to be presented in a way which the customer could cope with and use. Therefore he supported recent developments in seeing such courses as an integrated part of the company's management development approach rather than as a separate entity from the industrial environment. Mr. Moorby welcomed the trend towards increased on-the-job training and integrating off-the-job work more effectively with the working environment.

The chairman of the working party described the main preoccupations of the group: to identify the distinguishing characteristics of the preferred general

DMS and the preferred specialist DMS and the extent to which these differ if at all; to discover the implications of this with attention directed on the DMS student as an input; to look at the DMS student as an output and discover what value increment had been added to make him different from what he was as an input.

Mr. Moorby was asked how he would measure the value increment accrued. He replied that in his view it could not really be measured at all in financial terms, although validation was possible in terms of the measurement of the achievement of stated objectives.

Recalling Mr. Moorby's earlier comment that courses should be presented in terms of what the customer could cope with, a member asked if he had any advice on this. He answered with a reference to the NEBSS debate saying that a significant factor was that the courses should be offered as a resource allied with the company's total management development approach. This was a change in emphasis from earlier attitudes. He believed that the DMS as well as NEBSS courses should be presented as part of the company's total approach to management development, particularly when the company concerned was a large one.

Finally, Mr. Moorby was asked to specify what he saw as of particular value in the DMS? He replied that it was an experience which helped people to put their work and their companies into context. It helped give understanding of the ways in which companies operate and helped managers to better understand good management practice. A manager who had taken a DMS course was likely to be more effective, although this added effectiveness was not possible to measure in purely financial terms.

S Buttimer, Department of Management Studies, Polytechnic of North London.

Mr. Buttimer began with some short biographical details, explaining that prior to joining the Polytechnic of North London as a lecturer in computer work he had been in management at a major computer firm and before that had held various posts in industry. While at the Polytechnic he had been asked to take over the team responsible for developing and running the general management course. At that time the institution was offering only one DMS (general) course, run on an evening basis, and this was grinding to a halt. The first thing which was done was that this course was revitalised. Then began the development of specialist DMS courses. In 1970 there was an expansion in the number of sports and leisure complexes planned and there was a need for their prospective managers to be trained. Therefore a specialist DMS course was planned which was based on the general course but had a special application to recreation management. During the planning stage an advisory panel of people involved in recreation management was consulted. The fourth of these one-year courses was currently nearing completion.

Meanwhile other DMS courses had been developed using the same principle of beginning with a consideration of the general DMS, observing the needs of

managers in general, then finding out the special requirements of the particular group of managers for which the course was planned and devising a course which met these needs. A DMS in distributive trades management had already begun and DMS courses were planned in transport management and public services management to begin the following session. The recreation management course was the only full time DMS, the others being offered as evening courses. Course content was continually updated.

As an illustration of the possible structure of the specialist DMS course, Mr. Buttimer described the recreation management DMS. It ran from January to December and was divided into three terms. The first two terms were devoted to basic subjects: finance and economics (dealt with as a single subject); human aspects of management; quantitative techniques; and recreation (treated as two subjects in time allocation). Initially students spent two days a week on recreation and one day a week on each of the other subjects but now the subjects were no longer so sharply divided. The second part of the course dealt with industrial relations and personnel management, business strategy, recreation (again counting as two subjects) and the integration of leisure requirements. Students were taken to Europe at the end of the first term to study the latest concepts in leisure provision in Holland, West Germany and France. They also visited many leisure centres in the UK during the course. For ten weeks in summer they acted as members of the management teams at leisure centres which gave practical experience and enabled them to collect data for the project which counted for one third of the marks in their final assessment. Other marks were gained in written exams, case study work and essays.

The course was run jointly by the department of physical education and the department of management. In addition to polytechnic staff, students were able to learn from people involved in recreation management, such as the Director of Harlow Sports Centre and managers of other recreation centres, who gave their services as part time lecturers.

Asked to describe the selection procedure of students, Mr. Buttimer said that the course was advertised, although in fact there was no need to do this, as there was a high demand for the course. Each application was scrutinised by two or three staff and all those who seemed possibilities were interviewed. Once accepted, the applicants then applied for sponsorship (although those who were teachers had invariably already done this). Most education authorities released staff on full salary for the course, but if they could not get seconded the majority of successful applicants resigned from their posts and came on the course in any case. The SSRC gave 10 bursaries for students on the 1974 course and the Department of Employment, under the Training Opportunities Scheme would also support students.

J Ekins,
Department of
Industrial
Management,
Cranfield Institute
of Technology.

Outlining his past experience and present role, Mr. Ekins said that he had spent 12 years in management studies work at Sheffield prior to joining Cranfield Institute of Technology seven years ago. Before this he had been a production engineer, becoming interested in education for management 20 years ago. Thus his experience spanned production management in the engineering industry, and running DMS courses at Sheffield which had a bias towards production management. At the Cranfield Institute of Technology Mr. Ekins was responsible for the Masters Degree course in Production Engineering Administration. Mr. Ekins circulated a paper describing the course which has a strong practical bias. The areas of knowledge covered in the course are:

(a) manufacturing techniques,

(b) operating control,

(c) management control, and

(d) human factors.

The manufacturing techniques involved depend upon the industry concerned but include elements of design, research and development, methods of manufacture and tool or plant provision. Operating control consists of the technical controls of the process and of quality of the materials and the manufacturing programme. Management control includes marketing, cost, budgetary and financial influences together with management development. The area of human factors covers personnel management, industrial liaison, health safety and welfare and training. The list is not exhaustive but is a formidable programme of education, not to be undertaken lightly nor possible of achievement in a short span of time.

A modular approach was rejected because it was felt that it leaned towards an emphasis on 'subjects' and a tendency to consider that once a module was completed and a credit gained that area had been 'done'. It was thought that this was opposed to the need for a fully integrated approach to the education of a production manager, opposed to the study of the inter-relationships of the functions of a manufacturing concern. Therefore it was thought necessary to devise a teaching method which would not only provide knowledge of the elements, but give practice in operating the controls and observing the result. The integrated scheme adopted has three main elements; a lecture programme, a group project and an individual thesis. A programme of lectures was considered necessary to give some presentation of unfamiliar material on which to build. So far as possible this material is presented when it is required as part of a developing experience of enquiry into management techniques. Similarly, as an essential discipline in higher education, an individual thesis involves a student in original thought and investigation and requires that something concrete, of future value, shall emerge. The core of the scheme is the group project. This has five major objectives:

(a) To introduce a high degree of realism into the programme, and to provide students with opportunities to gain experience in applying subject material and theories which are disseminated in lectures.

(b) To co-ordinate and integrate the whole course.

(c) To develop powers of investigation and analysis and the ability to present concise reports in both verbal and written form.

(d) To provide experience in acting both as leaders and as members of working groups and in carrying responsibility for the attainment of objectives.

(e) To give an opportunity of practising the skills of management and appreciating the problems of exercising authority in the absence of sanctions.

Mr. Ekins was asked to comment on the possibilities of relationship between the IWM and the DMS. He replied that the distinction between the two lay in the approach to teaching. There was no such thing as a standard DMS course - each course was influenced by the interests of the staff in the particular college where it was offered. The IWM was anxious that the teaching method used for its certificate should be of a practical, applied nature. Therefore while the IWM might not be happy to accept all DMS courses as suitable for exemption, any DMS scheme put to its Education Committee which was of a practical, applied nature with an emphasis on an investigative approach would probably be sympathetically received.

Mr. Ekins was asked what he saw as the nature of the value increment of the DMS. He said that it enabled managers to learn quickly, in an organised way, the things which they would learn (and possibly learn badly) after five, ten, or even 15 years experience.

Finally, Mr. Ekins spoke of the value of the group project in the second, integrative stage of the Cranfield course for production managers. This was the central core of the course. The activity was conducted entirely by the student group with staff merely on the sidelines to give the minimum of advice. Where possible the projects take place in-company so that the students deal with real problems, and the thesis was also carried out within the student's own company, if possible, for the same reasons.

P W Lang, Department of anagement Studies, Glamorgan Polytechnic.

Mr. Lang told the working party that by profession he was a chartered accountant. He had been involved in education for three years as Director of the Business Advisory Centre at Glamorgan Polytechnic, part of the management studies department.

He described the development of in-company work at Glamorgan. There were now 10 companies involved, and the courses were of a continuing nature, for example the Business Advisory Centre had been working with one company for over 15 months, running courses at all levels.

Mr. Lang thought that a possible reason why other educational institutions h less success in forming links with companies was that they attempted only sl involvements, going into a company to run a particular course for a particu group of people and then, on finishing this course, breaking off their relatio ship. Glamorgan had initiated in-company involvement by first running a series of management seminars in college on a topical problem, for exampl industrial relations or VAT. From this beginning, discussions were held abo the possibilities of the Business Advisory Centre actually going out to the company. A programme was devised which the companies thought would be of value and the scheme was born.

It was necessary, warned Mr. Lang, that there should be a strong personal relationship between someone in the college and someone senior in the comp for this would help iron out the problems which were inevitable. This would make it more likely that the company would discuss any aspects of the cours about which it felt unsure and would also inform the college staff of any new company developments and the sort of new abilities which these would requi so that they could be taught to existing staff. Thus the main requirements fo successful operation of in-company schemes were the building up of strong links with the company and an ability to be flexible to meet changing needs.

Working Party Reports

The DMS

objectives

The working party defined as its objectives

(a) to distinguish the characteristics of the preferred 'general' DMS

(b) to distinguish the characteristics of the preferred 'specialist' DMS and the extent to which it might differ from the general DMS, and

(c) to consider the implications of the above with particular reference to the DMS student viewed as 'input', the technology of management education and the successful DMS student viewed as 'output'.

conclusions - general DMS

The working party agreed that stage one of the general DMS should provide sound foundation of knowledge and skills based upon core subjects which mig usefully be grouped under the following headings: human aspects (industrial sociology and psychology), environmental aspects (economics and marketing and quantitative aspects (statistics and accounting). Steps should also be tak in stage one to provide a 'managerial flavour' e.g. by means of introduction management principles and practice. Stage two should aim at developing self-reliance and judgement within the context of a given managerial enviro ment. Strong emphasis should be placed on integrated multi-disciplinary approach (achieved by means of a case-study method, team preparation, tea teaching, etc. A problem orientated approach was desirable.

specialist DMS

The specialist DMS should have an approach basically similar to the above. Essential differences likely to arise would result from:

(a) Course content, which would be directed towards the specialist of the students and hence would involve intensive and extensive research and preparation.

(b) Choice offered to student in selecting specialist units within the total portfolio. There was general preference for allowing about 25% of the course time to be spent on specialist units but this might rise to about 40% if account was taken of assigned in-company tasks and projects.

(c) Backgrounds of students - this was generally regarded as a significant negative factor in catering specifically for the needs of a single industry or sector.

The specialist needs of employers had to be taken account of. They should be capable of sponsoring not less than 15 students on a regular basis over a number of years. It was though advisable to proceed cautiously in developing specialist courses as experience suggested that resources might be invested in courses which yielded a limited, short term benefit. It was thought that block release was the least promising mode of study offered. Departments lacking specialist knowledge should set up part time advisory boards made up of experts in the field.

modularisation

On modularisation, the working party acknowledged the benefits from the point of view of resource allocation and of the student collecting credits and seeking the shortest route to the ultimate academic goal. Any concomitant tendency to standardisation should be resisted in view of the considerable benefits to be derived from experimentation and innovation encouraged by the present diversified system.

The working party found the current entry regulations satisfactory. They identified a considerable variation in the use made of intelligence and aptitude tests, casual and formal interviews and so on. They thought that selection was generally more thorough for full time students. Part time students were rarely denied entry if they were able to satisfy DMS entry regulations. As a consequence, natural wastage and Stage 1 examinations were key instruments for the selection of students who present themselves at final examinations and other forms of terminal assessment.

technology

The working party was generally sympathetic to the concept of the technology of education as put by Professor Black. They were willing to concede the value of setting down behavioural objectives in some detail, but even so, fear was expressed that this approach to the curriculum and its achievement might become too mechanistic, i.e. the system might become the end rather than the means. There was general recognition of the need for the teacher to view himself as a learner and regular contact between teachers on the DMS was thought highly desirable. There was widespread acceptance of the value of the project in the DMS course but attention was drawn to the administrative

problems faced by centres with large numbers of full time students, inequalities of opportunity - notably the varying degrees of difficulty faced by students in finding subject and/or in securing full co-operation of employers.

output

No systematic attempt was made to consider the concept of the value increment accruing from the DMS course. Even so several references were made to the problem of measurement.

Activities within companies

customer and his needs

The working party decided that the first necessity in speaking of activities within companies was to identify the customer. The main strength of management education was that it provided resources and expertise. Its main weakness was that it failed to meet the areas of greatest need which are found among those industrialists who do not attend courses in educational institutions. Therefore the first questions to be resolved were 'who is the customer?' and 'how can resources be brought to satisfy his needs?'

'The customer' is both the individual student and the client company. Both look to the college to satisfy their needs. These needs often conflict. The working party felt that there was a suspicion in industry that the college sometimes sees itself as the customer, that self-perpetuation is the prime objective of the management department. While different companies have different objectives, it is generally true that they want management education to reflect the changing requirements of industry and commerce and to provide them with manpower of sufficiently high calibre.

do colleges meet these needs?

There is a general assumption in companies that most management education provided by educational institutions is in the form of courses in college. This is one reason why training activities provided within the company by the educational institution seem so limited in scope at present. The working party considered the criticism often levelled at educational institutions that they are inward looking, and divorced from the real world. They decided that staff should spend some time in industry as a condition of employment so that they would be more likely to understand and therefore satisfy the needs of the company and of the students. The working party thought that the objectives of management courses were perhaps not clearly enough defined to 'sell' well to industry. They perceived a lack of commercial awareness in management departments - sometimes they did not seem to realise the strength in competition they faced in the field of management training.

objectives

Having considered some of the criticisms levelled at management education, the working party then discussed the objectives. They perceived the overall objective as the creation of continuous co-operation between management education and industry. It was agreed that there was a need for a strong personal relationship to be built up between someone in the educational institution and a senior member of the company. This was a critical partnership

which would lead to spontaneous growth of educational provision to meet fluctuating individual and company needs.

In deciding how this objective could be achieved the working party saw the need for an examination of the policies and roles of the DES, the local education authorities and the CNAA.

Certain practical issues had to be resolved. Is the SSR concept relevant to the management education department? How appropriate are the financial arrangements under which it operates? Should managers of the management department behave like managers in other contexts? Should the management department be profit oriented, charging realistic fees? Is there a case for attracting corporate affiliation to the management centre, involving local industry in its activities? What should happen to the funds generated? Should they be retained by the department in order to finance its further development? Should staff secondment to industry be increased? Should joint appointments of staff between industry and the educational institution be made?

CNAA Masters Degrees

The working party noted that CNAA regulations favour the production of MA/MSc specialist degrees and commented that this seemed unnecessarily restrictive. Members said that they would welcome an extension to MBA type courses. The group identified a problem in specifying relevant experience as a pre-entry qualification. Discussion took place on the need for integration at an early stage in the course. They considered modular structures and a possible approach to both specialist and general degrees. Attention was given to pre-entry courses as qualifications in their own right.

On the question of submissions, members agreed it was essential that all submissions should be those in which the colleges earnestly believed, and should never be attempts to exploit CNSS regulations.

The group felt that consideration should be given to courses based upon self-learning related to student-perceived needs and time-scale. A majority thought that masters degrees as organised at present seemed to produce students more likely to be happy in staff or corporate positions than in line or general management.

Case Studies

situational learning

The case study approach was defined by the working party as "a strategy for learning which employs situations, real or imagined in which the issue or issues relate theoretical principles to practical problems."

Such a method would include coaching, projects, experiental learning, role-play, cases, business games and exercises.

objectives The aim of the case study approach was to develop skills (analysis, information, decision-making and communication), and attitudes, help students overcome the bridge between theory and practice, assist in the integration of discipline, aid motivation to learn, and, extrinsically, facilitate innovation and staff integration.

types Several types of case study were identified: descriptive (case history), diagnostic, decision-making, attitudinal, substantive and illustrative.

evaluation The working party, after discussion with the witnesses, felt that the use of case studies seemed to achieve, in broad terms, the objectives set, although there was a need for empirical evidence to support this. However, case study methods only worked with small student groups. (A minoritydisagreed suggesting for example that the Harvard approach which had large student groups was successful).

assessment and feedback The subjective nature of assessment was noted. Therefore a team approach would be of value. The working party thought that the actual process was just as important as the conclusions. Self-assessment and mutual feedback was valuable.

production The group compared the merits of ready-made case studies and those prepared by the college staff. They felt that there was too great a bias in favour of the ready-made material. Valuable case studies could be prepared by staff based on in-plant and consultancy work. Ready-made cases needed improvement and the group recommended that a central data-bank for the provision and storing of professional case material should be set up and the RMC banks disbanded.

PROJECT A

To review the present courses and recommend a structure of management education to be provided in the near future, paying particular attention to the inter-relationships between the various sub-structures proposed.

Mr. Wheeler's survey of existing course provision formed the introduction to the project.

objectives

The objectives of management were surveyed by one syndicate. They listed the objectives from the point of view of the individual as the imparting of professional skills, the attainment of a recognised qualification, career development, self development, the learning of social skills and conceptual and analytical skills. The objectives as far as industry was concerned were the development of specialist competences, the development of intellectual capacity which would lead to competitive strengths (i.e. flexibility and inter-personal skills), the development of the understanding of their own and other specialist roles in the organisation and how they interrelate, and the development of 'general' management ability. The syndicate noted that these objectives did not necessarily coincide. They concluded that the present system as outlined in G.E. Wheeler's paper did meet some of these needs but ineffectively. It was pointed out that the demands of professional bodies did not inter-relate closely with the present academic system, nor were they controllable from within the system.

Three areas of education and training were identified and the group thought these were best viewed in parallel rather than in series: academic (intellectual development), specialist competences (skills development), social and inter-personal skills (personal development). The group saw the objectives being achieved through a modular and credit approach through partnerships: college/professional bodies; professional bodies/training and experience in company; industry/college and other agencies. Under this system a qualification, e.g. DMS, would be achieved by gaining appropriate modules and credits across a range of different providing bodies. The mix would differ according to the personal needs of the student but the level of attainment would be consistent with the needs of industry.

value increment

Another syndicate approached the project by considering the value added concept of management education. The concept stems from the notion that resources are allocated to achieve some form of output, this output being expressed as the value increment.

Therefore the function of management education was identified by this group as adding 'value' to the individual manager or potential manager in order that this increment of value might lead to an enhancement of his ability to adapt

more successfully to managerial situations. Successful adaptation might range from an increased compatibility with an organisation, to the stimulation of change within an organisation, to complete incompatibility with an organisation and even its abandonment.

The benefits of value increments were listed under various categories:

(1) The Individual

(a) enhanced career prospects (salary, status, mobility, security),

(b) increased job satisfaction (confidence, personal and managerial effectiveness, improved inter-personal relations, sense of purpose),

(c) emancipation from ignorance and prejudice,

(d) increased self reliance, i.e. greater assurance in exercising personal judgement,

(e) entrepreneurial acumen, i.e. the ability to identify market opportunities and to effectively exploit them.

(2) The Organisation (employer)

(a) enhanced problem solving capability,

(b) enhanced planning and control capability,

(c) improved cost effectiveness through lower turnover, manpower planning and administrative competence.

(3) Society

(a) higher productivity,

(b) faster or more acceptable patterns of economic growth,

(c) greater political stability, e.g. effective adaptation to economic and technological change in order to achieve 'acceptable' forms of capitalism or a mixed free enterprise system.

The syndicate discussed the means by which value increments might be raised and the costs likely to be incurred. They felt that there was no clear understanding of the needs of the consumer - that the majority of courses satisfied the needs of the individual but not those of the organisation. The syndicate recognised the advantages of diversity in the courses offered (the customer could then vote with his feet, selecting the course most appropriate to his needs). It was desirable that colleges should make their objectives more specific and more public. Like the other groups, this syndicate thought that there was a need for an examination of the way in which different qualifications linked with each other. The general view was that courses should be made more compatible and it was suggested that a modular approach might be the best type of structure. It would benefit the individual in finding an easy path through the qualification network and would lead to economy in the use of resources.

The third syndicate group made two points which were not covered by the other groups. They concluded that it was probable that the move towards specialist courses represented the desire of training officers that training should become more company-objective oriented. Secondly, in their consideration of NEBSS, TEC and BEC courses the syndicate examined student entry level in relation to course content. They queried whether skills should be the basis of lower level courses and concepts the basis of higher level courses. The idea was mooted that it might be possible to proceed from a NEBSS course to an MBA.

PROJECT B

To specify the changes that will be necessary at all levels in the organisation of management education in order to implement effectively the findings of the Working Parties.

R Roberts, Head of Department of Management Studies, Glamorgan Polytechnic.

Introduction to Project B

"This project demands consideration of three main questions:

(1) What are the levels of organisation which relate to management education?

(2) What are the findings of the Working Parties?

(3) What changes are possible?

Perhaps the project can be viewed in respect of the rule system, i.e. the structure, the allocation of resources and the area of relationships.

the rule system

Within the structure is a rule system which can both confine or give opportunity. The rule system contains a tiered structure of committees relating to the CNAA, the DMS, NEBSS, local education authorities etc. The diagram shown by Mr. Wheeler is also particularly relevant as it illustrates the overlapping structures of courses. Another structure is that formed by the numerous professional bodies, which often have few links with each other. We have to consider whether these are irritants to change or whether it is conceivable that they might be mainsprings of worthwhile development.

resource allocation

Resource allocation is linked to the roles of the RMCs, ITBs, Training Services Agency and so on, and the way in which these roles are actually played. What are these roles? How are they acted out? Are they partial determinants of the resources which have a direct or indirect effect upon us or not?

relationships

The network of relationships applies to individuals, colleges, and companies both between and within organisations and people. All relationships, for good or ill, affect our task performance. The area of relationships could permit co-operation in the use of resources. The relevant co-ordination of relationships with the processes we influence or are influenced by will perhaps improve the cost effectiveness of the service. Thus one way in which the project might be approached is through a consideration of the structure, the allocation of resource and the relationships which exist in the field of management education.

If this approach is feasible, certain questions have to be considered:

(1) How far can and should educational institutions be allowed to decide their activities?

(2) How far might the structure be expected to help the institutions and how should it change?

(3) How should the resources be allocated given that we want to achieve our stated objectives? Do the RMCs at present receive too large a share of the resources available? Are we really short of teaching staff, or are we, in fact, short of effort?

(4) Are our aims as educationalists and the perceived aims of our students best served by a clearly defined mechanistic system with clearly defined ideas, activities and approaches or by the building up of relationships in which we have the opportunities to adapt, cope and be flexible?"

Syndicate Reports

resources The syndicates were greatly concerned with the problem of resource provision. One group assumed a 25% cut-back in resources available for management education in 1975/76. Another discussed the possibilities of expanding management education provision without any increase in the resources available. This group recommended that there should be joint modules for DMS and CNAA courses. More market research was needed before individual centres were given permission to offer masters degree courses in order to rationalise provision for there was already some degree of competition for students among institutions offering masters degree programmes. The possibility of linking management education with the Open University was raised.

DMS One group was wary of the apparent movement of DMS courses towards a modular structure for they felt this was inconsistent with the working party's conclusion earlier in the week that the DMS should be an integrated course with some emphasis on the needs of particular industries. The possibility of linking the DMS to higher degree courses in management was mooted. The group felt that more information was needed on the relationship of the IWM courses to the DMS, particularly in terms of exemptions.

MBA This syndicate reported that in discussion there had been some difficulty in reconciling the views of members on higher degrees in management with the CNAA Statement No.4 paragraph 2.2 and suggested that consideration should be given to changing the regulations to permit the broader approach of an MBA.

BEC The place of BEC in relation to management education was questioned. Would it concern itself with all levels or would it differentiate between management courses and business studies?

RMC

Another syndicate concentrated on the Regional Management Centre and how it should develop. The group suggested that the RMC should incorporate as many of the post-graduate and post-experience activities of management education departments as possible. This should cover all kinds of institutions, including universities. Within the RMC there should be facilities for high quality course accommodation, including residential facilities. The centre should be responsible for staff development, awards and the provision of advice on different kinds of course. The Heads of Departments responsible for management education activities in the institutions incorporated within the RMC would, together with the Director, comprise the executive board. All personnel at the Centre, with the exception of the Director, would hold staff and not line appointments.

Each management education department should be developed long-term as a centre of excellence in one or more fields, although where there is at present duplication of effort in a particular area of work the syndicate recommended that the status and staffing of the departments concerned should be sympathetically considered. The institutions to which the management education departments are at present attached would be serviced by the RMC. The departments would specialise in particular modules. The RMCs would be responsible to the DES which would provide the financial resources. Revenue accruing from the various management education departments would be ploughed back into the Centre for distribution. The RMCs would take over the functions of the Regional Advisory Councils, including the maintenance of close contacts with industrialists and so on.

The syndicate recommended that the management education departments within the RMC should have a self-financing market-orientated side to their activities, and that this should be operated as an autonomous business. This would lead to the clarification of objectives as well as to possible growth in staff numbers and/or enhancement of the level of teaching. As there was a risk of redundancies in this scheme it was suggested that underwriting might be necessary to smooth out the effect of rapid fluctuations in demand. It follows inevitably that there should be a binary fee system.

A formula for justifying additional staff was suggested as follows:

$$\text{incremental number of staff} = \frac{I_d - C_s}{F_o \times C_l}$$

where I_d = departmental fee income

C_s = cost of staff relevant to SSR

F_o = overhead factor

C_l = cost of lecturer

With regard to redundancies the syndicate envisaged a need for a national contract agreed by staff. This should cover the possible requirement by an employing authority that a member of staff should move to another location. However, the need for flexibility was stressed.

A matrix structure was recommended for the organisation of management education departments. This would consist of committees for strategic planning of staff development, resource organisation (e.g. manpower studies, marketing, case study and project material, and boards of study linked to the academic board which would form the bidding mechanism for resources). It was felt that this non-hierarchical structure would have an invigorating effect academically and provide a better working atmosphere, although some members felt it would not work in practice and that a more traditional organisation would be more appropriate.

It was recommended that the RMCs liaise with professional bodies and establish awards to meet their needs. Contact with industry was vital. The syndicate suggested that there should be more teaching and industrial fellowships based upon joint appointments. A preference was expressed for consultancy rather than secondment.

OPEN FORUM

Members of BEC, the CNAA, the DMS and the IWM formed a panel for the final session of the conference to discuss issues that had been raised during the week. Mrs. C. Iliffe, Senior Assistant Registrar (Arts and Social Studies) of the CNAA, Professor R.E. Thomas, Chairman of the DMS Committee and Mr. P.W. Holmes a member of BEC and Head of the South West Regional Management Centre joined Mr. G.E. Wheeler, Deputy Director of Coombe Lodge and Chairman of the IWM Education Committee to form the panel of speakers. Each gave a brief talk and this was followed by a presentation of the Project B syndicate reports. Then the panel took part in a general discussion on management education.

Mrs C Iliffe, Senior Assistant Registrar, (Arts & Social Studies), C.N.A.A.

"First I must stress that I am not speaking today as a representative of the CNAA. I shall present my own views, although, of course, I hope they are not contrary to CNAA policy. To some extent I shall be crystal ball gazing, indicating the way in which I hope CNAA policy will develop, but there is of course no reason why my views should prevail - mine is only one voice among many in the Council. I shall confine my remarks to those areas which are the direct concern of the CNAA. Professor Thomas, who will speak later, is Vice-Chairman of the Management Studies Board of the CNAA, but to avoid repetition he will speak mainly about the DMS. There is, of course, a great deal of overlap in the present and future work of the DMS Committee and the CNAA.

masters degrees in management

The CNAA has developed from a scientific and technological base into a wide range of fields, but I think it is fair to say that its regulations for masters degrees were primarily developed in the area of scientific and technological education and were not designed for management or business studies. This, to my mind, means that they are not necessarily appropriate for these fields. The Council is now in the process of redrafting its regulations for higher degrees to make them more appropriate for non-scientific and non-technological work. New regulations for research degrees have already been issued and it is hoped that by the end of the academic year, or shortly thereafter, Statement No.4 will be replaced. To that end a working party has been set up to consider these areas of the Council's work.

This working party is moving towards a position of recognising that there are two kinds of masters degree. First, there is the traditional type of masters degree, a specialist degree which stems fairly naturally from a first degree, firmly based on an undergraduate discipline, which extends the student's studies in depth or in a specialist area. Secondly, acceptance seems to be developing for a masters degree course of a more general nature intended to serve as a further opportunity for study for people with different backgrounds in terms of academic study and experience. It seems apparent that industry is seeking management staff who have been trained in a general area of management and are able to communicate adequately with specialists. This infers a wide discipline base and the integration of these disciplines in training.

It is likely that the CNAA, if it approves such a degree structure for students coming from a variety of academic and experiential backgrounds, would expect them to be rather longer than the normal one calendar year of full time study or the equivalent thereof. The lengthening of this type of masters degree course would have the object of maintaining standards. No decision has been made as to precisely how long such masters degree courses would be expected to be, for as yet the general proposition for such courses has not actually been accepted, although the Working Party does seem to be moving towards the recognition of approval for such a course. However, there is no intention of abandoning the concept of the specialist masters degree. In fact, in the past six months three specialist one year masters degrees in the field of management education have been validated. I believe there is scope for both types of qualification.

On the question of whether the CNAA will introduce an MBA, as suggested in one of the working party reports at this conference, no decision has been made. Some members of the CNAA Working Party feel that such a degree is needed; others want to avoid a proliferation of degree titles and prefer to restrict the qualifications to MA and MSc. However, whether the name 'MBA' is used or not, I think an acceptance of the concept of this type of degree structure will form part of the Council's revised regulations for masters degrees.

DMS as entry qualification

The introduction of a more general masters degree programme would raise the question of the admission of students holding the DMS rather than a first degree. The present Statement No.4 makes such an arrangement the exception to the norm. I believe that this will change, that in the future the selected Diplomate will be able to enter a masters degree course which is related to his former experience in the same way as a graduate does at present. This would be unlikely to be a masters degree of only one year's duration. It would probably be a two year general masters degree programme. The actual admission of the individual student would of course continue to be the responsibility of the college. It would naturally be a highly selective process and there would be many DMS holders who would not wish to proceed to further study.

DMS status

While the CNAA wants to extend opportunities for the successful Diplomate to move on to a masters course, it has no intention of devaluing the status of the DMS as a qualification in its own right. It has a function in the development of the individual and his usefulness in the role he performs.

The title 'DMS' will be retained when the CNAA takes on the task of validating the qualification. The Working Party is at present involved in redrafting current CNAA diploma regulations in order to take on the broader, more flexible admission requirements of the DMS as it exists at present. The DMS must change with time, of course, because it must reflect changing circumstances and philosophies, but it would be wholly wrong if it changed its character simply as a result of the CNAA taking on the responsibility for validation. Members of the DMS Committees in England and Wales and in Scotland have been invited to join the Management Studies Board of the CNAA so that we can work together and we will shortly be considering closely the logistics of the changeover to CNAA validation.

part time education

Although CNAA regulations are written in terms of full time degrees we are aware that the majority of masters degree students are taking their degrees through part time study. In terms of duration we shall continue to maintain that the course should be equivalent to a full time course, but in terms of course structure there seem to be considerable advantages in using a modular system for students taking their qualifications by part time study. This is particularly true where it is likely that transferability between colleges may become necessary. In general the CNAA sees the desirability and the need for part time developments in management and other fields of post-graduate education."

Professor R E Thomas, School of Management, University of Bath.

"As Mrs. Iliffe indicated I shall speak today as Chairman of the DMS Committee, concentrating on the DMS and its evolution. I would like first to stress that there is nothing which Mrs. Iliffe said with which I would disagree. We are both members of the Steering Committee and it would appear that we are in agreement on essentials, particularly the way in which we approach the change in validating arrangements.

experimentation and the maintenance of standards

Management education at every level - degree, diploma, post-experience course - is in a continual process of evolution. What would now be regarded as a good programme with a relevant bias is bound to be different from what might have been approved ten years ago. The difficulties which validating bodies have is in deciding how to maintain certain common standards and opportunities for transferability between centres and at the same time to permit colleges to experiment.

In our education system there are a variety of different institutions with an increasing degree of control over their own academic affairs seeking to meet a particular expression partly of their own staff's interests and abilities and partly of the interests and abilities of the community they exist to serve. It is always argued that the FE system should be able to react more sensitively to local conditions than the university sector. The strong adult education element in the FE system (as compared with the extra-mural fringe of some universities) means that the FE system has a very different role from the university system. The problem the DMS Committee faces, whether or not there was a merger situation, is how to manage a scheme where there are more than 40 main centres which are likely to increase in number, and another 25 or so extra-mural centres, with a wide range of specialist adaptations of the Diploma and an equally considerable range of interpretations as to the methods by which the Diploma should be taught.

part-time courses

The approach of the DMS Committee differs in one major respect from that of the CNAA in view of the fact that the overwhelming majority of DMS courses are part time. This may make us appear less tolerant than the CNAA because we have to ensure that what is proposed is feasible for part time students who have their own particular needs and difficulties.

growth of autonomy

Both academically and administratively we are affected by processes of evolution. Institutionally there is a growth in the autonomy of institutions, the polytechnics and RMCs in particular. Under the aegis of the RMCs and other parent centres there is a growth among the extra-mural centres. The reasons for the creation of these extra-mural centres vary. Some were created as a means of meeting some isolated areas of special need, others were developed as a means of enabling a new centre to appear which might ultimately become independent. Some of the more successful RMCs have already been advised by the DMS Committee that in time we hope that they can develop one or more of their satellites to a greater position of autonomy.

role of external examiners

Development in terms of an increasing number of institutions creates problems of validation which led a recent conference of examiners to take a close look at the relationships of colleges with external examiners. We shall shortly be considering whether we ought now to issue revised indications of guidance to centres because it is clear that in many cases the external examiners are unaware of their responsibilities, of their monitoring and auditing roles not only in relation to the examination results but to the course as a whole and its evolution. I hope this problem, which is basically one of communication, will be satisfactorily resolved in the new year.

modular structures

The DES is enthusiastic about the possibility of modular developments. We regard this not as a change of emphasis or redirection in the Diploma but as an extension of the DMS's scope. There is no intention of introducing modular schemes simply for their own sake nor any intention of compelling any centre to adopt a modular approach. The modular structure is seen simply as a vehicle for extending the scope and acceptability of the DMS. We are considering the possibility of using modular schemes to give some rationalisation with parallel schemes of other bodies or to meet special needs of industry but we would not pressurise any institution to develop in this direction.

academic developments

On purely academic developments, there seem to be three main areas for current consideration. Firstly there is the basic problem of student numbers as it affects teaching method. In a field where personal tuition is so important increasing student numbers can cause problems. Therefore we are looking closely at the role of projects. We are not against this method of learning but we want to be certain that they can be managed properly with the staff resources available. One of the problems with modern teaching methods is that they are expensive in resource terms both quantitatively and qualitatively. The sophisticated methods of project learning are appropriate for experienced young managers who form so large a percentage of the DMS student population, but to allow a college to carry out some of the most interesting and innovative courses proposed we have to be satisfied that the college is adequately organised in quantity and quality in resource terms. This is not easy when there is a major part time programme. In academic terms one of the features we seek is a balance of methods, the way in which integration in a programme is accomplished. This is complemented by a consideration of assessment methods. We have approved a variety of innovations in this respect, subject sometimes to dual testing - retaining orthodox examinations while experimenting with

continuous assessment for example. We are perhaps disposed to prefer a mixture of methods rather than reliance upon one single method.

With regard to subject matter we consider how far the content of courses is changing in tune with current thinking and changing needs. We look especially at how far the emphasis given to various subjects within a course is changing. We have to try to strike a balance between on the one hand having a sufficient degree of common ground between one DMS and another both geographically and functionally to justify having a common title, and on the other hand enabling colleges to evolve their own methods of handling subject matter with certain minimum safeguards in the form of, for example, assessment, as this evolutionary process develops. We continually tour colleges throughout the country to engage in debate about the development of the DMS. This is as much for the benefit of the members of the DMS Committee as for the college staff, and helps us in our review of schemes being re-submitted and our exploration of new developments.

The DMS has altered not only in scale but also in content. However its main aim remains the same as ever. We want to ensure that the DMS remains a qualification in its own right and retains its standard and acceptability. It is one of the largest scale diploma schemes of its type and it would be farcical to downgrade it.

The merger with the CNAA is a result of mutual concern in both bodies as to the necessity to avoid a ludicrous duplication of validation procedures and provide a rationalisation in management education at this level. Developments of this liaison seem to be progressing satisfactorily."

P W Holmes, Head of South West Regional Management Centre.

"There are two matters to which I shall draw attention, BEC and the RMCs. BEC, the Business Education Council is now six months old, and 18 months younger than TEC. Its brief is to consider, review, design and validate a new system of business education which is broadly covered by what at present falls under the aegis of the Joint Committees of Business Studies, Office Studies and Distribution. It is carefully pointed out in its terms of reference that BEC will not be concerned with courses in secretarial skills nor CNAA degree courses.

In its first six months of existence BEC has endeavoured to discover which areas of work fall within its boundaries. Broadly speaking they include ONC, OND, HNC and HND work, though there are perhaps some areas of overlap with TEC, e.g. computer studies, and a liaison committee has been established with TEC to sort out such problems.

BEC is not yet ready to issue policy statements. It does not intend necessarily to follow the pattern set by TEC nor any other body, though of course it is hoped that there will be a fruitful dialogue with TEC to reach sensible policy decisions. It may be that some programmes will not necessarily fall exclusively under either TEC or BEC jurisdiction.

Thus BEC has so far tried to identify its territory, establish liaison committees, seeking the views, and advice of interested parties. BEC is particularly concerned with the professional bodies and their examination schemes and I think an attempt will be made by BEC to stimulate and accelerate movement towards rationalisation and hopefully bring some of these into the mainstream of business education.

RMCs

What do we actually mean by a Regional Management Centre? Is there a single description which can be applied to all of these 12 centres which have been nominated and, in the main, designated? The centres are at different stages of development in operational terms and their development is very much influenced by local politics. Often the extent to which a centre is managing to contribute significantly in terms of the expectations held of it can be explained by the ease with which it has been able to fit into the politics of the local situation. Those centres which have been able to develop most successfully so far have, I think, been those which were based on a single institution. Perhaps this is understandable in view of the local political problems which arise when two or three colleges in two or three local education authorities attempt to form a single centre.

It may be useful to remind ourselves of the expectations held of the RMCs and set out in the Notes of Guidance to the local education authorites at the time they were nominated. Firstly, they were to develop full time post-graduate education. Secondly, they were to offer, in addition to the above, long and short courses for different levels of management, including supervisors. Thirdly they were to stimulate industry-related research and consultancy. Fourthly, they were to become the focal point in the development of management education in their region.

The problems faced by the centres was in identifying which of these four aims should be the priority. It seems to me that the first three objectives could be the priorities of any large management department, whether or not it was called an RMC. But the fourth aim, that the centres should become the focal points for the development of management education in their areas, that they should become the local resource centres makes them distinctive. At the South West RMC, therefore, we decided to make this a priority.

Although I cannot speak for every RMC, perhaps it might be useful if I outlined how the South West Regional Management Centre approached its role. Firstly, it was accepted that it should be concerned with working relationships and must develop from a base of establishing working relationships to meet needs. By working with colleges in our area we have attempted to identify the nature of local needs and hopefully will be able to play a part in the development of provision to meet those needs.

In the early stages of the development of any regional centre the provision of teaching resources is vital, for the colleges in the region often lack academic staff in the management education field. Our full time establishment consists of the equivalent of 71 full time staff, and the equivalent of eight of these

provide 4,000 hours per year of staff tutoring taking place in colleges in the region to meet their staffing needs. In this context there are great opportunities for joint appointments of staff. Two of our staff have such contracts, working part of their time in the RMC and the remainder in another college. Such arrangements give a fine opportunity for liaison and for us to provide colleges with an extra resource for developmental work.

Other resources also have to be provided by the RMC to its local colleges, for example, advice in library facilities, and teaching aids. We also have a management teacher development unit which is regionally based, development programmes being taken out to colleges in the region.

It is important, I believe, to start from a base of developing working relationships before any attempt is made to formalise the structure. In the South West RMC we have now reached the stage of beginning to formalise our operations by setting up area centres and designating one of these for each local education authority in the region.

Naturally, we expect that, with time, our role will change. The eight full time staff working outside will probably increase to a maximum of ten, and then diminish as colleges build up their own teaching resources based on the work we have helped them to do. Once this happens, our role will probably be more concerned with taking on special tasks in the colleges, and fulfilling an advisory, monitoring and validating function."

G E Wheeler, Deputy Director, Coombe Lodge

"As Chairman of the Institute of Works Managers Committee I speak on behalf of the private sector - the IWM receives no public funds. The IWM is one of the oldest organisations concerned with management education. It is dedicated to the idea that its members, people who are managers in industry or teaching management, should have been trained and qualified by some form of educational process. Within the next few years membership will become limited to those managers who have had a form of training which the Institution has approved.

The IWM is not only a British organisation. It is registered within the Common Market and has become involved in European activities. It is also responsible for the development of management education for industry throughout the New Commonwealth and has 800-900 foreign students in its cemtres abroad.

There have been four major revisions of the IWM education programme, the latest of which comes into effect in September 1975 with new schemes for ordinary and higher level diplomas. IWM tries to ensure that there is an appropriate education programme providing a span of knowledge and analysis for the manager who has not undertaken an appropriate course previously. Where possible, the IWM is keen that the training programme should be one which derives from other sources, such as the CNAA, TEC and BEC.

What type of course does the IWM regard as appropriate? For the student who is a graduate and a manager, it expects the programme he has followed to have three critical content areas and, in addition, one variable area. The critical areas are the student's understanding of the social and political environment in which he operates as a manager; his understanding of industrial management policy (the internal activities of his company and its marketing strategy); and a clear understanding of the management and organisation of the company in which he is operating. Where similar programmes are found in DMS courses the IWM is content that there should be a collaborative situation in which the student is following the DMS course and if successful, on completing the course this qualification gives him exemption from the IWM's own diploma for membership of the IWM. As well as these three aspects, the core of the course, the student must also study an additional area which meets his own needs or his college's interpretation of them, e.g. computer studies or industrial relations.

The IWM's higher diploma will qualify a manager for corporate membership of the Institution provided the student's industrial background is appropriate and he is occupying a managerial post. This advanced diploma is based upon actual research, a project associated with the identified development programme of the manager and in which the outcome of the project can be evaluated against the manager's development in his company. Therefore the project must have not only managerial or academic validity but also validity in terms of that man and his company. It is difficult to compare standards, but an indication of the level of the advanced diploma lies in the fact that it is to be accepted by Brunel University for exemption from its own masters degree programme. While we would probably exempt appropriate DMS holders from the ordinary diploma, at present the IWM allows no exemptions from its advanced diploma, for as yet no similar programme has been found which is equivalent in academic and pragmatic industrial terms.

The IWM's problems are similar to those of any professional body trying to identify for itself the education and training it wishes its members to have, while trying to survive on a small education budget which is dwarfed by public expenditure on education. The difficulties are made worse by the fact that the standards it sets may run counter to current patterns of educational philosophy.

What of the future? There are at present 6,000 students throughout the world involved in the IWM examining process, more than two thirds of them attending colleges in this country. For the future one can hypothesise a decline in the number of students at the lower end, particularly with the development of first degrees, TEC courses and the like. The IWM Diploma started this year as pilot schemes in 12 colleges, sharing 250 students among them. It seems likely that it will run in parallel with the DMS and it would probably be useful for both courses to have mutual exemptions. The advanced IWM diploma will begin in strength next year. In the past 800 students took the IWM diploma, now uplifted to the advanced diploma, so colleges have already a great deal of expertise to enable them to cope with running this new course."

General Discussion

collaboration between RMCs and universities

The first question to be put to the panel concerned links between the RMCs and universities. If the RMCs were to be the major resource centres for their region, was it not logical that they should forge strong links with the universities in their areas and, ultimately, perhaps have the universities under their aegis?

Professor Thomas said that there were sometimes links between the universities and the RMCs. For example, he sat himself on an Advisory Committee of an RMC. However the geographical distribution of universities within RMC areas had no real significance as universities were not expected to play a regional role. Professor Thomas thought that the question raised the wider issue of the integration of higher education. Devolution had to be considered. Universities did not recruit students on a regional basis and because of the grants policy of local government universities had a low percentage of local students. Therefore any linking of RMCs and universities would cause a major redistribution problem in England and Wales. The situation was different in Scotland, however, for there universities had a considerable regional orientation.

Mrs. Iliffe added that there would also be a problem of validation as long as the binary system continued. The CNAA could not award degrees in a university, therefore in such an arrangement the RMCs would have to award their own degrees. Mr. Holmes thought that the degree of collaboration which already exists was often underestimated. For example, there was a considerable liaison on staff development between universities and the FE sector. He felt that unless the RMCs wished to offer only full time management education courses, they were a complement to the full time courses offered in universities.

university validation in FE

Mrs. Iliffe was asked to explain the CNAA view on the validation of courses in colleges of FE and colleges of education by universities. She replied that although the problem had not arisen in her particular field, it was quite acute in the field of education. Some colleges of education had long-standing links with universities and wished them to continue to validate certain of their courses while the CNAA validated others. The CNAA had agreed that it would not refuse to validate a course in a college simply because a university was validating another of its courses, although it would have to ensure that the college was not playing off one validating body against another. However, it was difficult to see how a college could in practice have two validating bodies in the field of management education.

autonomy of RMC

A member commented that if the RMC was to survive it had to be dynamic and innovative and it would therefore need a degree of autonomy. Mrs. Iliffe replied that if an RMC wished to continue to offer CNAA degrees it had to accept the Council's right to examine proposals and decide whether they were academically viable and merited their award. In any case, the CNAA was made up largely of the staff of FE institutions. Over half the Council's members were from colleges in the public sector - less than a third came from universities and the remainder were industrialists. Dynamism and innovation was therefore a matter for the staff themselves and was generally encouraged by the CNAA.

In an evolving situation the polytechnics would eventually assume an increasing measure of self-validation, although it would take time.

Mr. Holmes spoke of the danger of speaking of the RMC's role purely in terms of degrees and which body validated them. Degree courses would, he hoped, continue to be only a small part of the RMC's activities. The Centres had considerable autonomy in other areas of their work, such as in-company programmes, which were of at least equal importance to degree work. Mr. Holmes said that he was somewhat wary about management education being presented as a special case. Certainly, it had special needs, but so did other forms of education. It was important, when trying to make out a special case for management education, that what was actually meant by a 'special case' should be defined and attention given to the resource implication. For example instead of demanding a special student staff ratio for management education, thought should be given to how full time equivalents might be calculated for management education.

DMS - a qualification in its own right

A conference member expressed his concern that the DMS seemed to be being devalued. He recalled that Mrs. Iliffe had said earlier that it would be an exemption to general policy for it to be accepted as an entry qualification to a specialist masters degree - it would be acceptable only as an entry qualification to a general masters degree. Surely this would be detrimental, as it would be influenced in its content by the needs of the later broad course? Mrs. Iliffe and Professor Thomas both emphasised that the DMS was certainly not going to be devalued. In fact, they hoped that its standard would even be raised. A broad masters degree did not infer a lower standard - general courses were frequently more difficult than specialist ones.

Mr. Wheeler added that many DMS holders also had another qualification - a degree perhaps, or a professional qualification. Students entering a masters degree course were judged on their total range of qualifications and experience. Furthermore, not every DMS holder would wish to go on to an academic masters degree course. Some would prefer to proceed to a more pragmatic IWM Advanced Diploma.

plethora of professional qualifications

The panel was asked to give its views on the relationships between the educational world and the educational activities of professional bodies. The network of professional qualifications was wasteful of resources as well as the cause of confusion. Would it not be better if the educational institutions had more control over these qualifications which were so vital to people's careers?

Mr. Holmes reminded the conference that progress was being made in rationalisation. He cited the fields of banking and accountancy as examples of areas in which training was being absorbed into the general pattern of educational courses provided by colleges. However, it would be unfortunate if this were carried too far as sometimes professional bodies were ahead of the educational world in their views. The IWM had been such a case in the past. Mr. Thomas added that in his view it was right that professional bodies should have a say in the professional training of their recruits. They were better able

to judge their needs until a situation of sufficient rapport developed between the educationalists and professional bodies for the educationalists to be more aware of the demands of industry. This had occurred in some fields. For example, engineering professional bodies did not act as examining bodies in their own right but relied upon universities and other approved degree schemes for the training of their recruits. But there was still a case for the professional bodies having a say in the education received, to avoid it becoming entirely academic. Such control was preserved even in university courses by the pharmaceutical professional bodies. Any degree course in pharmacy had to be validated by the professional body for the graduates of the course to become members of that body.

Mrs. Iliffe mentioned the long history of relationships which the CNAA had with professional bodies. For instance, in social work courses the Council worked closely with the Central Council for the Education and Training of Social Workers. However, she was convinced that it was up to teachers to decide what they should teach, not up to professional bodies to dictate what should be in a particular programme. Although the professional bodies had to be responsible for the professional training of their recruits, the clear responsibility for academic work lay with the educational institution. The two bodies had to collaborate in order to achieve as much exemption as possible.

course fees

On the question of course fees, the panel was asked how far management departments should respond to what the customer was prepared to pay for. Should activities be divided into two types: those which can be paid for at full cost plus a margin of profit and those which fall under the normal college structure? Did this issue have implications in terms of resources?

Mr. Holmes alluded to the entrepreneurial way in which management education had developed in the FE sector. In the past it had not been necessary to strive to find the optimum way to allocate resources. It had been possible to generate resources as work developed - there had been a chicken and egg situation. In Mr. Holmes's view the last stage of this type of development had now been reached. In future there would not be sufficient resources available to continue in this way. Therefore decisions had to be made on how to put limited resources should be allocated to the traditional course aimed at the development of the student as an individual, whether or not he was sponsored by industry, and what perecentage of resources should be devoted to courses for client organisations. Educational institutions had a responsibility to do more than simply respond to the needs of paying customers. A member suggested that the obligation to the client depended to an extent on the amount the client was willing to pay. Mr. Holmes rejected this idea, saying that if an educational institution simply operated on these lines it would not be able to develop work in the public sector organisations, e.g. the new public health authorities and education services which could not accompany their needs for courses with the cash that would make course provision an economic venture.

Professor Thomas mentioned the problem of staff tenure which would occur if too many total cost courses were offered and the fees suddenly dried up because

of recession in industry. Too often costs were estimated on a marginal cost basis rather than a full cost basis. As a point of information, Mr. Wheeler said that a DES Circular stipulated that post-experience courses should be charged on a full cost basis. The DES was anxious that the education budget should not support the health service or any other public service. Mr. Holmes replied that there was a danger of distorting our educational objectives if we provided courses only for those clients who could afford to pay the full cost. Another possibility was that such an approach would cause severe motivation and morale problems among staff.

A member expressed the view that it was unjust for management departments not to be able to retain any of the income they attracted for the development of that department. The panel disagreed. Mrs. Iliffe reminded the conference that the management department was part of a larger organisation, the educational institution in which it operated, and it ought to contribute to the development of that larger entity from which it drew its resources. Mr. Holmes said that if extra staff were employed in the department because of fees obtained, and that cash flow dried up, those staff would have to be carried by the rest of the institution, draining its resources. It was important that the management department concentrated on achieving the right full time equivalent formula.

A member suggested that as there was a dichotomy between fulfilling the personal development needs of the individual and meeting the needs of industry. The latter should be paid for by the customer on an economic basis and education for the invidividual should be financed in the normal way for an educational institution.

Professor Thomas described the method whereby this already occurred in some universities. Staff were employed on temporary contracts for short courses. Nevertheless, these courses had to be serviced by the resources on the academic institution, e.g. the library. Perhaps two types of agency were needed: one for normal college work and activities which count towards norms, and another for activities which attract fees to cover their cost and in addition pay the institution for the use they make of its overall resources.

Mr. Holmes described how his institution had been able to negotiate two methods of employing staff with its local education authority. There were 58 staff on the normal full time equivalent course for normal programmes and there was in addition a separately negotiated formula, which did not encroach on the polytechnic pool, for staff on chargeable work. This amounted to 13 full time equivalent staff on 500 hours of work a week. Of course, these staff were not actual people - 38 staff did the work between them and it was logged up to 13 FTEs.

Mr. Wheeler reminded the conference that within existing Pooling Committee recommendations a local education authority may, where it thinks fit, adopt alternative means of measurement and adjustment. He spoke of one polytechni where different kinds of management student were given different rights of calculation in terms of student hours, for instance for some students one hour's

activity was theoretically worth four hours. This compensated for the increased work involved in running short course activities and enabled the institution to engage in non-standard work. If local education authorities refused to allow some type of flexibility in their formulae, short courses would have to be abandoned in favour of heavily-taught long courses.

role of teacher

What was the role of the management teacher, particularly in regard to the allocation of time between teaching, administration, industrial liaison and other duties, asked a member? Mr. Thomas, replying first, said that research should be included in this list of activities. It was an important part of higher education for every sector. He spoke of the problem in the public sector of academic staff being excessively burdened by administrative work which was, for them, an important means of justifying promotion. It was true that they did have to take many decisions of a quasi-administrative nature in the field of management studies, but the burden could be minimised by the employment of administrative officers with better status and higher salaries. There was a need for FE institutions to consider the balance between academic and administrative staff in this light.

Mrs. Iliffe thought that the teacher's activities could be placed in order of importance, viz, teaching, scholarly activity (research etc.), industrial liaison and administration, but she felt it would be impractical to attempt to apportion time to them.

stringency

Discussion followed on the special problem of economics during a period of financial stringency. One member said that he thought local education authorities would approve of working on a marginal cost basis in this period. Mrs. Iliffe, speaking of the development of masters degree courses being non-economic, said that, nevertheless, they were of great value to the development of the staff running the courses. Too often, local education authorities, and, indeed, polytechnic directors, took no account of this. Professor Thomas agreed, saying that a number of economic principles had to be used in the different resource allocation decisions involved in the running of institutions of higher education. Many departments in further education had so far escaped from the general climate of stringency, yet others had had to take hard decisions of resource allocation for some time - the dwindling chemistry departments for example. The only staffing criteria he would choose to use was the student staff ratio. Calculations based on other criteria, e.g. hours of work, could use to gross misuse of resources. In changing from a situation of growth to one approaching stability, reflecting the likely levelling off of demand for management education, there might have to be a reduction in staff numbers, particularly in view of the large pay awards being negotiated.

Modularisation of course structures was another method the panel thought would be of use in limiting expenditure. Mrs. Iliffe spoke of the discussions taking place between the CNAA and the Open University on the possibility of interchanging modules. Professor Thomas said that the DMS Committee had also met with the Open University to consider course development and the possibility of links between the two bodies. Both he and Mr. Holmes, did, however, express concern over the educational value of modular packages.

PARTICIPANTS

Members

L Appleton	Principal Lecturer, Financial Management, Liverpool Polytechnic.
H Beck	Senior Lecturer, Management Centre, The Hatfield Polytechnic.
B J Bedwell	Lecturer, Industrial Relations, London College of Printing, ILEA.
L Benson	Head of Department of Management Studies, Glasgow College of Technology.
J M Bowden	Senior Lecturer, Human Aspects of Management, The Polytechnic of Central London.
T A Cave	Principal Lecturer, Management Studies, The Polytechnic, Huddersfield.
J Cole	Head of Department of Management Studies, The College, Swindon, Wiltshire.
D M Eastman	Senior Lecturer, Management Studies, The Polytechnic of the South Bank.
P H Hardman	Principal Assistant, Education & Training, Central Electricity Generating Board, S.W. Region.
W J Harris	Head of Department of Management Studies, Swansea College of Technology, West Glam.
Dr C A Horn	Head of Department of Management & Social Sciences, Oxford Polytechnic.
W Hughes	Principal Lecturer, Management Studies, Bolton Institute of Technology.
D E Kelso	Senior Teacher, Business Studies, Dundee College of Commerce.
F A Koseda	Head of Department of Management Studies, West Cumberland College of Science and Technology, Workington.
J T Law	Senior Lecturer, Management Studies, Bridgwater College, Somerset.
J Leveson	Head of Department of Management & Social Studies, Dundee College of Technology.
R Marshall	Principal Lecturer, Management Services & Industrial Relations, South West London College, ILEA.
A R Martin	Assistant Personnel Manager, Education & Training, Central Electricity Generating Board, S.W. Region.
D Meredith	Senior Lecturer, Personnel Management, Glamorgan Polytechnic.
G D Nelson	Principal Lecturer, Industrial Relations, North Staffordshire Polytechnic.
S J Overend	Senior Lecturer, Management Studies, Sunderland Polytechnic.
D Pallister	Principal Lecturer, Management Studies, The College of Technology, Southampton, Hampshire.
P A Richards	Principal Lecturer, Management Studies, City of Birmingham Polytechnic.
B Shaw	Senior Lecturer, Commercial Aspects of Management, The Polytechnic of Central London.
S M Sinfield	Education & Development Manager, A.A. Jones & Shipman Limited, Leicester.
S H Starks	Principal Lecturer, Management, Plymouth Polytechnic.
A R Stewart	Head of Management Diploma Studies, Leicester Polytechnic.
G H Williams	Principal Lecturer, Economics, Gwent College of Technology, Newport.

Visiting Lecturers and Participants

Professor J Black	Head of School of Engineering, University of Bath.
S Buttimer	Department of Management Studies, Polytechnic of North London.
P D Dudley	HMI, Department of Education and Science.
J Ekins	Department of Industrial Management, Cranfield Institute of Technology.
P W Holmes	Head of South West Regional Management Centre.
P W Lang	Department of Management Studies, Glamorgan Polytechnic.
Mrs C I Iliffe	Senior Assistant Registrar (Arts & Social Studies), CNAA.
Dr R M Johnson	Director of Training, Training Services Agency.
E T Moorby	Air Transport & Travel I. T. B.
Professor R E Thomas	School of Management, University of Bath.

Conference Tutors

R Roberts	Head of Department of Management Studies, Glamorgan Polytechnic.
J Latcham	Staff Tutor, Coombe Lodge.
D C Spencer	Senior Staff Tutor, Coombe Lodge.
C M Turner	Staff Tutor, Coombe Lodge.

BIBLIOGRAPHY

Coombe Lodge Reports	Management education.	Vol. 5. No. 10, 1972.
	Business education in the polytechnics.	Vol. 6. No. 19, 1973.
Ministry of Education	Management studies in technical colleges. 1st report of the United Kingdom Council on Education for Management. Chairman: J W Platt (The 'Platt Report'). HMSO, 1962.	
Department of Education and Science	Management studies in technical colleges 2nd report of the United Kingdom Advisory Council on Education for Management. Chairman: J W Platt (The 'Platt Report').	
	Regional centres of management education. FECL 16/71. September, 1971.	
Department of Employment	Training for the future. A plan for discussion. Department of Employment, 1972.	
	Employment and Training Act 1973. Chapter 50. HMSO, 1973.	
A Mant	The experienced manager - a major resource. (The 'Mant Report'). British Institute of Management, 1969.	
National Economic Development Office	Education for management. A study of resources. A report prepared by Deborah Jones, Kay Ball and Michael Shellens for the Management Education Training and Development Committee. HMSO, 1972.	
	First report on the supply of teachers for management education prepared for the Management Education Training and Development Committee. NEDO, September, 1970.	

National Economic Development Office

Second report on the supply of teachers for management education prepared for the Management Education Training and Development Committee. NEDO, July, 1972.

Management education in the 1970's. Growth and issues. A report prepared by H B Rose in conjunction with D C Clark and E Newbigging for the Management Education Training and Development Committee. HMSO, 1970.

'Owen Report'

Business school programmes. The requirements of British manufacturing industry. Report of a survey conducted for the Advisory Panel on Management Education on behalf of the Council of Industry for Management Education. British Institute of Management, 1971.

Diploma in Management Studies. Management Review and Digest. Vol. 1. No. 3, Third quarter, 1974, pp. 19-20.

The Further Education Staff College was established on 15th November, 1960, with the principal objective of improving the efficiency of further education establishments. Since 1963 the college has been organising study conferences at which senior personnel in education, industry and government are given the opportunity of discussing and analysing developments in further education, and of making recommendations for action and enquiry.

Study conference members meet both in plenary sessions to hear and discuss lectures and in syndicates to discuss specific topics and projects. Syndicate discussion may be augmented by the employment of expert witnesses, visits to other establishments, and simulation exercises in administration and personnel management.

In 1963 the college undertook the publication of Session Papers outlining the work of conferences, and in 1967 the College Report Service was instituted to publish documents on a number of issues relating to tertiary education.

Within its Report Scheme, the Service publishes twenty Reports each year (forming one volume), which include accounts of the proceedings of selected study conferences, collections of papers and special reports. Subject matter covers the development of the objectives and instruments of further education; the inter-relationships between colleges, industry and other branches of education specialised subject developments; college administration and management.

These Reports do not necessarily express the views either of individual conference members or of the Staff College.

From Volume 4 onwards, a subscription may be made to the Scheme at £12. per annum. Further copies of individual Reports may be purchased by subscribers at 60p each, and non-subscribers may purchase copies of individual Reports at £1 each. Earlier Reports are at lower prices.

For further information and a catalogue of publications, please write to the Report Editor at Coombe Lodge, Blagdon, Bristol, BS18 6RG, or telephone Blagdon (0761) 62503.

Previous Publications

Vol 7 No 1	The Organisation of Engineering Education
2	The Management of College Departments – Change and Development
3	Developments in Technician Education (TEC)
4	Staff Development in Scottish Colleges
5	Polytechnic Developments
6	The F.E. College and the Community
7	Developments in Art Education
8	Colleges of Education and Reorganisation
9	Social Work Education
10	Schools and Colleges 16-19 The Education of the Less Able Student
11	The Dip. H.E.
12	College Government
13	Assessment